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A Century of Teacher Education,
1857-1957



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Teacher Education
1957

Teacher Education

Illinois State Normal University

December, 1956

ILLINOIS HISTORICAL SURVEY

A Century of
Teacher Education
1857-1957

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ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

TEACHER EDUCATION

Field Service Bulletin of the Illinois State Normal University
Normal, Illinois *December, 1956* *Vol. XIX, No. 2*

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Illinois Historical
Survey

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FOREWORD

This issue of *Teacher Education*, appearing at the beginning of the centennial year of Illinois State Normal University, is sponsored by the Centennial Steering Committee of Ten. This group, aided by the advice and guidance of the Centennial Committee of One Hundred, and many other groups and individuals, has been meeting frequently for a period of five years.

The major purpose of the Steering Committee in sponsoring this issue of *Teacher Education* is to provide a backdrop against which to present certain activities of the Centennial, some significant facts of the University's history, and a few facets of the centennial celebration. It supplements materials already published, such as *Grandest of Enterprises*, which tells the story of Illinois State Normal University's first one-hundred years,¹ numerous periodicals, bulletins, hundreds of newspaper releases, letters, and other communications from committees and subcommittees. Another history of the University's work, comparable in size to *Grandest of Enterprises*, could be written from the primary and secondary source materials available.

Philosophy. The philosophy that guides the planning, executing, and evaluating activities of the various committees is succinctly stated in the motto on the Centennial Committee stationery—"I.S.N.U.: stemming from the past, teaching the present, forming the future." This bulletin, in common with the centennial calendars, accents the three periods: past, present, and future.

Purposes. The major goals for the Illinois State Normal University centennial action program, as adopted by the Steering Committee and the Committee of One Hundred, are as follows:

1. To document the first 100 years of history
2. To commemorate, in the calendar year of 1957, with appropriate ceremonies, the completion of 100 years of state-supported higher education in Illinois
3. To focus attention on the pioneering role of Illinois State Normal University in Illinois
4. To attract national attention during the celebration
5. To bring to the campus thousands of visitors during the centennial year
6. To evaluate the contributions of Illinois State Normal University to Normal-Bloomington, Central Illinois, Illinois, the Midwest, the United States, and the world
7. To evaluate the University's contributions to teacher education
8. To recognize the significant role of the alumni
9. To improve the University curriculum
10. To plan, finance, erect, dedicate, and use a Student Union building

¹ Helen E. Marshall, *Grandest of Enterprises* (Chicago: Lakeside Press, 1956), pp. 355.

11. To complete the next steps in the campus building program
12. To provide for an increasing enrollment to meet the growing needs for and of teachers
13. To develop plans for the second 100 years at Illinois State Normal University—1957-2057.

These purposes call for dynamic procedures and a multifaceted program.

Procedures. The late President R. W. Fairchild conceived the idea of a centennial celebration more than five years ago. He appointed a Centennial Steering Committee of Ten. President Fairchild and later President Robert G. Bone have served as ex officio members of the Committee. Dr. Fairchild asked Dr. DeYoung to serve as executive secretary for the committee and the centennial. The committee elected Dr. A. W. Watterson as chairman. The group has scheduled monthly meetings. At an early session a Committee of One Hundred was appointed. This advisory committee, composed of students, faculty, alumni, and friends of the University, has been most enthusiastic and has met annually to evaluate the work of the Steering Committee and to make further suggestions. Especially active and helpful have been the students in the centennial class, which graduates in 1957.

Subcommittees have been appointed to direct phases of the planned program, the executive secretary, Dr. DeYoung, serving as coordinator and ex officio member of all committees. Cooperating closely with the Steering Committee have been the administrative offices of the President, the Dean of the University, the Director of Publicity, the Director of Alumni Relations, the Business Office, and the University Press. Much practical assistance has been received from the regular established committees on the campus, such as Publications, Radio, and Editorial. The last named asked the Steering Committee to issue this bulletin, has other commemorative issues planned for 1957, and will print an issue in 1958 which will contain excerpts from the major addresses delivered on the campus during the centennial year.

The three major procedures may be epitomized as prolonged planning, dynamic implementation, and continuous evaluation.

Program. With the help of students, faculty, alumni, and friends a list of more than 100 activities was prepared for the 100th anniversary. This proposed action program was mimeographed and printed, and sent to several hundreds of persons who indicated their estimate of the relative worth of each activity under the captions: excellent, good, or poor. The list was then re-examined and revised in the light of the helpful ratings and the ripening process of time. A summary of some of the activities was prepared, published, and reprinted under the caption "ISNU Centennial from A to Z."² Some phases of the program are still in the planning stage, most ideas have been launched, and some activities have been completed.

² Chris A. DeYoung, "ISNU Centennial from A to Z," *Alumni Quarterly* (May, 1956), pp. 10-11.

Among the "missions accomplished" prior to the beginning of the centennial year are the following samples:

Publication of centennial history, *Grandest of Enterprises*

Production of centennial motion picture, "Proud Thy Halls"

Issuance of Illinois car license plates in ISNU's colors of red and white

Fiscal campaign for, and completion of, Student Union building

Painting of a portrait and casting of a plaque in memory of the late President R. W. Fairchild

Preparation of a reprint of the first *Vidette*

Metering of centennial slogans on all mail from University mailing room and Normal post office

Preparation of special cachet to be sold at Normal post office on Founders' Day

Announcements of the centennial year printed on thousands of letterheads and envelopes

Release of many publicity materials

Manufacture of several mementoes, including centennial plates, ash trays, stickers, pencils, blotters, and centennial calendar cards

Printing and use of centennial invitations attached to Gulf, Mobile and Ohio Railroad dining-card menus

Designing of new University seal

Completion of plans and enrollments for Around-the-World Geography Field Service program of the summer of 1957

Preparation of tentative centennial year calendar

On the eve of the centennial year dozens of activities are completed, or launched, or planned.

Possibilities. Many other activities are still possible during the centennial year of 1957. The Steering Committee earnestly solicits suggestions for further planning and the implementation of a program to mark the end of the first century and the beginning of the next 100 years freighted with the hopes and possibilities for the far future. As teaching prepares leaders for the next generation, so Illinois State Normal University, with its hoary heritage and present-day programs, prepares for the next century of scintillating service to local, county, state, national, and international teacher education.

CENTENNIAL STEERING COMMITTEE

Arthur W. Watterson, <i>chairman</i>	Chris A. DeYoung, <i>executive secretary</i>
President Robert G. Bone	Helen E. Marshall
Dean Arthur H. Larsen	Harold E. Gibson
Gertrude M. Hall	Francis Wade
Laura H. Pricer	L. Wallace Miller

HISTORICAL CALENDAR

Some Significant Dates in Illinois State Normal University's History

HELEN E. MARSHALL*

- 1853** December 26-28. Teachers and friends of education met in Bloomington and organized the Illinois State Teachers Association. Resolutions were adopted favoring a free public school system, a full-time state superintendent of schools, the publication of a state teachers journal, and a normal school.
- 1854** At a special session of the General Assembly the office of state superintendent of public instruction was established.
- 1855** The Legislature provided for free public schools. The *Illinois Teacher* appeared in February to advance the cause of education.
- 1856** December 22-25. The Illinois State Teachers Association meeting in Chicago endorsed an all-out campaign for a normal school at the forthcoming meeting of the General Assembly.
- 1857** February 18. Governor William H. Bissell signed the bill creating Illinois State Normal University.
- May 7. At the Board meeting in Peoria, the location of the new school was awarded to Bloomington whose bid of \$141,000 exceeded that of Peoria by \$60,000.
- June 23. Charles Hovey was selected by the board to be principal of the new normal school.
- September 29. The cornerstone for the normal school building was laid.
- October 5. Classes began in Major's Hall, Bloomington. Nineteen students enrolled the first day.
- October 9. Students organized the Normal Debating Society, later renamed Philadelphian.
- November 2. The Model School opened in Major's Hall with Mary Brooks as its first teacher.
- 1859** November 5. The last brick was laid on the building. Principal Hovey risked his personal fortune that it might be completed.

* Professor of Social Science

- 1860** May. The first class graduated with exercises held in the unfinished Normal Hall. The first catalog was published. That summer an arrangement was made whereby Public School District No. 2 was merged with the Model School.
- 1861** January 24. Dedication of the building was the highlight of "Legislative Visit." The General Assembly voted to pay off the school's indebtedness.
- April 15. President Lincoln called for volunteers and five students enlisted.
- August. Principal Charles Hovey was commissioned and began recruiting Schoolmasters Regiment. Perkins Bass became acting principal.
- 1862** February 15. Lt. Joseph G. Howell, the first Illinois State Normal University casualty of the Civil War, was killed at the siege of Ft. Donelson.
- June. Charles Hovey resigned and Richard Edwards was named president.
- September. High School classes began as a part of the Model School under direction of Charles F. Childs.
- 1865** President Richard Edwards appealed for dormitories and a gymnasium. The citizens in the vicinity of the school voted to incorporate as a town.
- 1867** March 4. North Bloomington became the town of Normal. The Normal-Bloomington Horse Railway began operation. Jesse Fell became a member of the board and advanced improvement of the campus. John Wesley Powell became a curator of the museum and began his exploration of the West.
- 1869** So few students remained to complete the three-year course that the Board voted the awarding of two-year diplomas.
- 1870** Superintendent of Boston School declared Illinois State Normal University "inferior to none."
- 1871** Men students organized a YMCA. The Museum of Natural History was transferred to the state.
- 1872** November 12. Lida Brown and students' friends organized the first college YWCA in the world. Right of all youth, regardless of race or color, to attend Normal university was established.

- 1873** The first bookkeeper was employed. Liberal Club was founded.
- 1876** January 1. Edwin C. Hewett became president following the resignation of Richard Edwards.
Illinois State Normal University had an exhibit at the Philadelphia Centennial Exposition.
Martha Green Haynie was the first woman to become full professor.
- 1881** The first telephone was installed on campus.
- 1882** John W. Cook and James V. McHugh published a history of the first twenty-five years of Illinois State Normal University.
- 1883** Football was played for the first time at Normal.
- 1886** Charles DeGarmo organized the Faculty Club and in so doing launched the Herbartian Movement.
- 1888** The *Vidette*, the school newspaper, was begun as a monthly publication.
- 1890** February 1. Ange. V. Milner became the school's first librarian at \$500. President Hewett resigned and was succeeded by John W. Cook, alumnus and professor of mathematics.
- 1892** The first annual yearbook, *The Index*, appeared. A second training school was completed.
- 1893** Plans for Society Hall, a student center, collapsed with the panic.
- 1895** June 19. Upon the recommendation of Governor John Peter Altgeld, the Board voted to abolish the high school. The Legislature made an appropriation for a gymnasium.
- 1897** Fortieth anniversary was held with all former presidents participating.
- 1898** Interstate oratorical contests began.
- 1899** President Cook resigned to become president of the DeKalb Normal. Arnold Tompkins, who succeeded him, promptly reorganized the curriculum.
- 1900** When President Tompkins accepted presidency of the Chicago Normal, the Board named David Felinley, professor of mathematics, as president.

- 1902** June 10. A storm destroyed many trees on campus. A student loan fund was established. The North Central Council of State Normal College Presidents, in which President Felmley had an important role, was organized. This eventually became a related department of the National Education Association, and is now known as the American Association of Colleges for Teacher Education.
- 1903** A group of Filipino students arrived to prepare for teaching. Women teachers were employed for teaching female physical education. Manual training was begun on a small scale in a basement room.
- 1905** The first Edwards Medal Contest was held.
- 1906** Relations between the Village School Board and the Training School were severed.
- 1907** The Board approved the establishing of courses in Home Economics. Semi-centennial anniversary was held.
- 1908** Carrie Alberta Lyford began the teaching of home economics. The first four-year bachelor of science degrees were conferred on Alma Mary Hamilton and Lillie Palsley.
- 1909** Industrial Arts Building and Capen Auditorium were completed.
- 1910** The station store was built by the Bloomington-Normal Transit Company.
- 1911** A country life department was established. The teaching of agriculture began.
- 1913** The Thomas Metcalf Training School Building was completed. Extensive improvements were begun on the University farm. Extension classes began.
- 1912** Alumni Association was reorganized and publication of *Alumni Quarterly* was begun.
- 1914** A department for training teachers in commercial subjects was instituted.
- 1915** The Forty-ninth General Assembly appropriated \$95,000 for a girls' dormitory. The contractors defaulted and it was three years before the building was completed.
- 1916** The Faculty Women's Club was organized. Auxiliary summer schools were organized at Carlinville, Danville, Spring Valley, Canton, and Kewanee.

- 1917** University cooperated in defense program.
- 1918** Correspondence courses were inaugurated to offset decline in enrollment during the war years. Fell Hall, first university dormitory was completed.
- 1921** The first annual homecoming was held.
- 1923** The first university physician was employed. Appropriations were made for a new gymnasium.
- 1925** Appropriations were made for a Hall of Science, later named for President Felmley. McCormick Gymnasium was completed.
- 1930** Upon the death of President Felmley in January, Herman H. Schroeder became acting president. In July Harry A. Brown was appointed president.
- 1933** After three years President Brown resigned and was succeeded by Dr. Raymond W. Fairchild. On December 1, the first annual roundup of principals and superintendents was held on campus.
- 1934** The first annual educational exhibit was instituted. Smith Hall opened for men. The University inaugurated a radio program broadcast from the Tower Studios of Station WJBC. County contact program for public schools was organized.
- 1935** The University changed to the semester plan. The Diamond Jubilee of the first graduating class was celebrated. The seventy-five-year history, written by Professor Charles A. Harper, was published.
- 1938** The Administrative Council was established.
- 1939** Enrollment was restricted to 1,850 unless facilities warranted increase. The home management house was occupied.
- 1940** Milner Library was completed. The second building, constructed in 1892, became known as North Hall.
- 1941** The office of Administrative Assistant to the President was created.
- 1943** Graduate study was authorized. A Navy V-12 unit arrived in July. The Division of Special Education was approved by the Board.

- 1944 Graduate study was begun in summer school, Dr. Chris De-Young serving as first dean of Graduate School.
- 1945 June 4. First master's degree conferred.
June 30. The V-12 program terminated. The master's degree in Special Education was authorized.
- 1946 The tower and third floor of Old Main were removed. First degrees in Special Education were conferred.
- 1947 Legislation was passed permitting construction of self-liquidating dormitories.
- 1950 The Special Education Building was completed. Administration building was completed.
The University Council was organized.
- 1951 Dunn Hall for men and and Barton Hall for women, bond-revenue residence halls, were completed.
- 1952 An addition to Fell Hall was completed.
- 1953 The Centennial Steering Committee was appointed. "The Cage" snack bar was opened in Fell Hall.
- 1954 The Centennial Committee of One Hundred held its first meeting.

The drive for funds for a Student Union began. President Fairchild became ill and Dean Arthur H. Larsen was asked to take over his duties as acting president.
- 1955 Walker Hall for women, the third dormitory built under self-liquidating plan, was ready for occupancy in September. President Fairchild resigned.
- 1956 Robert G. Bone was selected as ninth president. The Student Union was completed and occupied in September. The Centennial History, *Grandest of Enterprises* by Dr. Helen Marshall, was published in December. Twenty teachers from twelve foreign countries were assigned to ISNU by U. S. Office of Education and U. S. State Department. Construction of Metcalf laboratory school building and Schroeder classroom building was started.
- 1957 The 1957 Illinois license plates appear in ISNU red and white colors. Centennial Year is launched. (See Centennial Year Calendar.)

A DECADE OF DECISION

HELEN M. CAVANAGH*

The founding of Illinois State Normal University occurred at the beginning of a critical decade, 1857-1867, in the history of the United States. Significant leadership developed as stirring events challenged spokesmen on the national, regional, and state levels. Illinois commanded an imposing position in the Old Northwest at the crossroads of Middle America. The choice of the central prairies of Illinois for the location of a new institution of learning provided another beacon of enlightenment for a troubled nation. Students felt the repercussions of depression, expansion, war, and reconstruction during the decade.

Events before 1857 foretold a potentially strong economic development and a necessary assimilation of large immigrant populations. Railroad construction brought the Chicago and Mississippi (now the Gulf, Mobile, and Ohio) and the Illinois Central railroads to the Illinois prairies in the early eighteen-fifties.¹ North Bloomington was located at a junction of these roads in what later became the village of Normal in 1858.² Steel rails soon tied the Great Lakes to the Gulf. The westward movement continued its march across Central Illinois, beyond the Mississippi river to western territories. Leadership of national importance was selected in the Bloomington-Normal area when W. F. M. Army became the national secretary of the Kansas Emigrant Aid Society in 1856. Supplies were sometimes stored in his barn west of the selected site for the new university.³ Owen Lovejoy of Princeton, Illinois, brother of the well-known martyr, was elected to the national House of Representatives from this district. He was a strong spokesman for agricultural and antislavery interests. These men were close friends of the founder of the University, Jesse Fell.

Depression cast a shadow over the nation in September of 1857. Construction at the University ceased for nearly a year and a half as the countryside recovered from financial shock.⁴ The immediate community experienced falling prices for land and produce. The impact of the nation-wide economic disturbance was severe in many areas. This temporary interruption halted a period of expansion.

Echoes of the famous Lincoln-Douglas debates held in Illinois during 1858 sharpened emphases on the vexing problem of power over slavery in the western territories. How could Senator Douglas answer the question asked by Abraham Lincoln at Freeport, Illinois? Would the Senator support his doctrine of Popular Sovereignty or

* Professor of Social Science

¹ Charles A. Harper, "The Railroads and the Prairie," *Illinois State Historical Society, Transactions*, XXX (1923), 102-110.

² J. H. Burnham, *History of Bloomington and Normal in McLean County* (Bloomington: J. H. Burnham, Publisher, 1879), p. 134.

³ *Weekly Pantagraph* (Bloomington, Illinois), March 4, 1857.

⁴ Charles A. Harper, *Old Main, Illinois State Normal University Bulletin*, XLIV, No. 200 (September, 1946), p. 12.

accept the Dred Scott Decision rendered by the United States Supreme Court during the previous year? Other issues of the day included tariffs, river and harbor legislation, homestead laws, and routes for transcontinental railroads. Spokesmen for reform movements, including Maine law prohibition, Women's Rights, and health programs were soon absorbed by the continuing emphasis on the moral arguments of the Antislavery Movement in the North.⁵

Political alignments were constantly undergoing change. Men made decisions in terms of the economic needs of their sections and in line with their thoughts concerning the freedom of individuals.⁶ A new national Republican party was consolidating its position in state and nation. The Democratic party split into one group supporting Douglas and another advocating a stronger proslavery position. The raid by John Brown at Harpers Ferry in Virginia during 1859 crystallized opinions both North and South.

A triumvirate of political leaders from Bloomington-Normal—Jesse Fell, David Davis, and Leonard Swett—secured the nomination of Abraham Lincoln as a candidate for the Presidency on the Republican ticket at the Wigwam in Chicago in 1860.⁷ With his election the attention of the nation was focused once again on Central Illinois. As a result, a bewildered South moved swiftly toward secession as war clouds darkened the horizon. Students saw a cold war of words hasten to conflict in April, 1861. Members of the faculty and students of the new University formed the famous Normal regiments.⁸

The fortunes of war in the West brought a series of successful encounters under the leadership of Ulysses S. Grant from Galena, Illinois. His military exploits from Cairo, through Forts Henry and Donelson, Shiloh, and eventually to the downfall of Vicksburg were followed closely from 1861 to 1863.⁹ During the trying year of 1862 the Copperheads gained strength in the southern parts of the Old Northwest. From nearby Funks Grove an able spokesman, Isaac Funk, arose in the Illinois Senate to denounce these "traitors" in no uncertain terms. His speech was reprinted around the nation and was read before campfires where it was heard by volunteers from the Bloomington-Normal area.¹⁰ The year 1863 was the turning point of the war for the North with the great victories at Vicksburg, Gettysburg, and Chattanooga-Chickamauga. These battles made the Wilderness Cam-

⁵ Arthur Charles Cole, *The Era of the Civil War*, Vol. III, *Centennial History of Illinois* (Springfield: Illinois Centennial Commission, 1919), pp. 211-225.

⁶ Avery Craven, *The Coming of the Civil War* (New York: Charles Scribner and Sons, 1942), pp. 394-428.

⁷ Reinhard H. Luthin, *The First Lincoln Campaign* (Cambridge: Harvard University Press, 1944), pp. 139-141.

⁸ Burnham, *op. cit.*, pp. 142-143.

⁹ T. Harry Williams, *Lincoln Finds a General*, Vol. III (New York: The Macmillan Company, 1952), pp. 229-236.

¹⁰ Helen Cavanagh, *Funk of Funks Grove, Legislator and Cattle King of the Old Northwest, 1824-65* (Bloomington: Pantagraph Publishing Company, 1952), pp. 169-183.

paign in Virginia and the march from Atlanta to Savannah possible. The accompanying sorrows of war together with the untimely death of Abraham Lincoln meant that readjustment to a postwar world would be slow.

An important national legislative program became effective during the years 1861-65. It pointed the way toward the future. A new National Banking System, more money in circulation, a Union Pacific Railroad bill, and protective tariffs were enacted. A new day was ahead. A new West with the biggest frontier of all was occupied. Major economic and social changes occurred in the Industrial East, the Agricultural West, and the Reconstructed South. Modern America was in the making. From 1857-1865 the building and financing of the structure "Old Main" at Illinois State Normal University was completed.¹¹

When Andrew Johnson succeeded to the Presidency he was pressed by divided opinion within his own party regarding the severity of the Reconstruction program for the South. He stood firm on certain constitutional questions but with the critical year of 1866 and the subsequent Congressional election he was required to undergo impeachment and trial.¹² His removal from office failed by the slim margin of one vote. These were difficult days.

During this decisive decade the state of Illinois produced two Presidents: Abraham Lincoln in 1860 and Ulysses S. Grant in 1868. Leaders and issues were contributed from the western parts of the nation. As modern America emerged, new problems became apparent. The new University after a decade of decision, was prepared to contribute its share of skilled teachers as informed citizens to train young Americans for the tasks ahead. This purpose has long been one of the chief objectives of Illinois State Normal University during one hundred years of service to the State of Illinois and to the Nation.

¹¹ Harper, *Old Main*, *op. cit.*, p. 17.

¹² Howard K. Beale, *The Critical Year* (New York: Harcourt, Brace and Company, 1930), pp. 376-476.

LINCOLN AND ILLINOIS STATE NORMAL UNIVERSITY

LUCY LUCILE TASHER*

After one hundred years of endeavor Illinois State Normal University can well pause to review her beginnings. There may be found the story of a staunch and sturdy friendship, the dream of men whose future gave much promise, the beckoning path of a new adventure in learning.

The friendship was fast cemented in those winter days of 1834-5 in Vandalia, Illinois, where the state legislature was in session. Several Whig representatives were lodged at the same boarding house. John Todd Stuart and Abraham Lincoln, law partners in Springfield, met Jesse W. Fell of Bloomington. The law firm of Stuart and Lincoln was dissolved in 1841, but the friendship between Abraham Lincoln and Jesse Fell was to remain close and secure throughout all of the Illinois years of Lincoln's life. Between the years of 1834 and 1860 the paths of these two men crossed frequently. Bloomington was a regular stop for the court as it traveled from town to town on the Eighth Judicial Circuit. Abraham Lincoln was one of the most active lawyers of this circuit and a great favorite of the judge, David Davis of Bloomington. In Bloomington, the lawyer Lincoln was oftentimes in the company of Judge Davis but he also had a standing invitation from Jesse Fell to be a guest in his home. More than this, Lincoln used Fell's office for his Bloomington business address.¹ With such a close association there was ample opportunity for the two men to share their plans and dreams for the future.

In Lincoln, whom the good Quaker Fell always called by his full name, Abraham Lincoln,² the politician Fell recognized a man of inherent political strength. As early as 1838, when John Todd Stuart defeated Stephen A. Douglas by a small majority for a seat in the national House of Representatives, Lincoln debated Douglas at Bloomington in Stuart's behalf.³ When, September 26, 1854, Douglas came again to Bloomington, Jesse Fell, founder of the *Pantagraph*, wanted Lincoln to debate Douglas once more. Lincoln was ready to serve but Douglas refused because the political party affiliations of his opponent were not clear. Consequently, Douglas spoke in the afternoon and Lincoln replied at night.⁴ The question of political parties was further clarified in Bloomington on May 29, 1856, at the Anti-Nebraska State Convention held in Major's Hall. William H. Herndon, Lincoln's

* Associate Professor of Social Science

¹ Robert Dale Richardson, *Abraham Lincoln's Autobiography* (Boston: Beacon Press, 1948), pp. 3-4.

² Frances Milton I. Morehouse, *The Life of Jesse W. Fell*, University of Illinois Studies in the Social Sciences, Vol. V., No. 2, June, 1916 (Urbana: University of Illinois), pp. 56-7.

³ Benjamin P. Thomas, *Abraham Lincoln* (New York: Knopf, 1952), p. 73.

⁴ *Ibid.*, p. 147.

law partner, placed Lincoln's name at the head of the list of 129 who had signed the call for the convention. When Lincoln gave his inspired speech, the audience was so enthralled that even the reporters forgot to take notes. So, the "Lost Speech," which did so much to build the Republican Party in Illinois and to further Abraham Lincoln as a political power, belongs to Bloomington and Lincoln's friends there.⁵

Political rallies were merely an extra feature in the pattern of life of the two friends, Lincoln and Fell. For Lincoln, the law was a jealous mistress, and for Fell, the land and its use presented great opportunities. One of the valuable prizes offered to a city of vision was the site of the Normal University established by the Act of February 18, 1857.⁶ This act provided also for a Board of Education to carry into effect its purposes, the first of which was the naming of the school site.

Jesse Fell, a man of wide-ranging intellect, appreciated fully the prosperity in wealth and culture inherent in the location of the proposed school. In the press and by personal contact Fell and his friends labored incessantly to procure enough money to insure the choice of Bloomington rather than Peoria. Finally the subscriptions of individuals totalled \$71,000 in money, lands, and town lots. The McLean County Commissioners' Court promised to appropriate \$70,000 from the first proceeds of the sales of McLean County's swamp-land. The State Board of Education met May 7, 1857, to open bids and to make the decision relative to the location. At this time there were six bids from Bloomington, the most favorable of which was divided as follows:

General Subscription	\$ 7,875
Local cash subscription for Junction site	25,850
Real estate: 160 acres land—60 acres at \$300 per acre, \$18,000; 100 acres at \$200 per acre, \$20,000	38,000
McLean County subscription	70,000
	\$141,725
Peoria offered in money:	
Individual subscription	\$ 25,032
City Corporation	10,000
County Board of Supervisors	15,000
	\$ 50,032

The other bids were less and the Board of Education chose Bloomington.⁷ The site for Illinois State Normal University "on the 160 acres of fine rolling land within three-quarters of a mile from the junction of the Illinois Central and Chicago & Alton Railroads" was located in accordance with the conditions of the subscription but there remained a

⁵ *Ibid.*, pp.164-6.

⁶ State of Illinois, *Journal of the Senate of the Twentieth General Assembly* (Springfield: Lamphier and Walker, Printers, 1857), pp. 751, 764.

⁷ John W. Cook and James V. McHugh, *A History of Illinois State Normal University* (Bloomington: Pantagraph Printing, 1882), p. 19.

condition.⁸ Because of the danger that some future County Court might repudiate the appropriation or that the swamp lands might not bring enough cash to meet the \$70,000 pledge, the Board employed a lawyer, well-known to everyone, to draw up a bond or guaranty to be signed by the responsible citizens of Bloomington. There was the further condition that, if the full amount should not be so secured within sixty days, the site of the school should be moved to Peoria. The lawyer chosen for this task was Abraham Lincoln,⁹ who knew the people of McLean County and would be able to procure suitable guarantors. As a part of his regular practice, Abraham Lincoln, who had so little formal education, had the opportunity to aid in insuring the location of Illinois State Normal University.

The business acumen of Fell and the clear-sighted guidance of Lincoln were both at the helm of the new venture. The birth of the institution of the future was aided by the past experience of the great friend of all men, that one who was to lift up the very souls of men. The document itself is careful, conservative, and concise. It reads:

GUARANTY

WHEREAS, On the 15th day of May, 1857, the Executive Committee of the Board of Education of the State of Illinois passed a resolution in the words and figures following, to-wit:

"Resolved, That we require of the citizens of Bloomington a guaranty that the sum of \$14,000 be paid on the 1st day of August next, and the further sum of \$14,000 on the 1st day of November next, and the further sum of \$14,000 on the 1st day of February next, and the further sum of \$14,000 on the first day of May next, and the remaining sum of \$14,000 on the 1st day of August, 1858, if called for by the Board, to enable them to erect the building of the Normal University, on the McLean County subscription."

Now, therefore, we, the undersigned, in consideration that the said McLean County subscription be accepted by said Board of Education, and the said Normal University be located at the place and in accordance with the conditions indicated in and by said McLean County subscription, do hereby guarantee, each, to the extent of the sum set opposite his name, and no further, the payment to said Board of Education the several sums specified in said resolution, and to be made at the times therein required. And in case of any actual default, we are to share with each other, *pro rata*, according to the several sums set opposite our names.¹⁰

May 15, 1857.

⁸ *Ibid.*

⁹ *Ibid.*, pp. 19-20.

¹⁰ *Ibid.*, p. 20.

The guaranty contained 84 names with pledged amounts ranging from \$500 to \$5,000.¹¹

The Board of Education made note of the employment of Lincoln in the record for June 23, 1857, as follows: "Executive Committee [of the Board] . . . have secured, by a guaranty, the McLean County subscription, according to a bond drawn by A. Lincoln, Esq., of Springfield, who acted as counsel for the Committee."¹² Then, again, on December 23, 1857, they stated ". . . the Treasurer be authorized to employ A. Lincoln, Esq., to collect the several sums due this Board, provided the same are not paid."¹³ The guaranty bond, however, was never enforced, for some of the lands were sold for cash, some for credit, and the county appropriation was made as pledged; but it must be remembered that, at the time, without the bond Illinois State Normal University would have been located at Peoria.

On October 5, 1857, first classes for the new Illinois State Normal University were held in Major's Hall, Bloomington, the same hall where the Lost Speech was delivered.¹⁴ The man who made that speech was considered for the office of United States senator by the Republican Party. Jesse Fell turned from education and real estate to join with others in the support of Abraham Lincoln. Once more in Bloomington Lincoln listened while Douglas spoke. Then Fell, secretary of the Illinois Republican State Central Committee, joined with others to arrange the Lincoln-Douglas debates.¹⁵ As a result of this campaign, Fell and other leading Republicans began to think of Lincoln as a potential candidate for president in 1860. All through the summer of 1859, Fell, as corresponding secretary of the Republican Party, traveled throughout the state consulting leaders at the local levels and calculating their reactions.¹⁶ The tide for Lincoln was running high but a biography was necessary to inform the people about the new candidate. On December 20, 1859, Lincoln gave Fell the *Autobiography* he had been requesting for over a year.¹⁷

The successful efforts of Lincoln's friends took him, in 1860, away from central Illinois. He no longer rode the circuit and he made no comment on the first graduation in June, 1860,¹⁸ held on the present campus of Illinois State Normal University, for on May 18, 1860, many wires from Chicago had informed Abraham Lincoln that he had received the Republican nomination for president of the United States. The message from Jesse W. Fell to A. Lincoln on that day read: "City

¹¹ *Ibid.*, pp. 20-21.

¹² State of Illinois, *Proceedings of the Board of Education of the State of Illinois, 1857-1875*, (Springfield) p. 8.

¹³ *Ibid.*, p. 19.

¹⁴ Cook and McHugh, *op. cit.*, p. 25.

¹⁵ Thomas, *op. cit.*, p. 184; Richardson, *op. cit.*, p. 4.

¹⁶ Richardson, *op. cit.*, p. 29; Thomas, *op. cit.*, p. 198.

¹⁷ Thomas, *op. cit.*, p. 200. The sketch was written by Lincoln on a desk owned by the Fell family, recently given by them to the University, and currently displayed on the campus in Fell Hall.

¹⁸ Cook and McHugh, *op. cit.*, p. 25.

wild with Excitement from my inmost heart I congratulate you.”¹⁹ Lincoln was moving from Illinois to the nation.

During the war years, the young Illinois State Normal University gave to Abraham Lincoln and the North of her strength. After Sumter, President Charles E. Hovey employed a drillmaster to teach military tactics after school hours and on Saturdays. In late July, 1861, President Hovey became Colonel Hovey and the Normal Rifles became Company A, 33rd Regiment, Illinois Infantry Volunteers. Forty-six members of the regiment were Normalites.²⁰ Men of Illinois State Normal University were also to be found scattered throughout the branches of the service as follows in the following numbers: commissioned officers—27; noncommissioned officers—33, privates—45; rank unknown—12.²¹ The 33rd Illinois served well in Missouri, Arkansas, Mississippi, Texas, and Alabama. Colonel Hovey closed his military record March 13, 1865, with the rank of brevet major-general. Other Illinois State Normal University men acquitted themselves with corresponding merit. Indeed, in Texas in 1864, the Normal regiment reenlisted for another three years’ service as a Veteran Volunteer Regiment.²²

Despite the active part in the war taken by the men of the University, both faculty and students, the school continued to maintain its position. Richard Edwards became president and new emphasis was placed upon methods of training. President Edwards was a public speaker of great power. He was inspiring with a gift for flaming eloquence which he employed frequently in the cause of Education.²³ On April 19, 1865, four days after Abraham Lincoln gained immortality, Edwards paid his tribute in an address delivered at the Hall of Normal University. He called Lincoln a man of the people whose “political career was singularly free from reproach, and also singularly consistent.”²⁴ As Illinois State Normal University and her president mourned they reflected that “rather than surrender his principles, he would prefer to be assassinated on the spot.”²⁵ President Edwards asserted that Abraham Lincoln “was a great man; great in his power over life’s experiences; great in his simple-hearted trust in God and the Right; incomparably great in his unrivaled opportunities.”²⁶ For the University, Abraham Lincoln’s life became a message and a challenge to greatness. Even as Lincoln belongs to the ages so does Illinois State Normal University belong to the future.

¹⁹ David C. Mearns, *The Lincoln Papers*, I (Garden City: Doubleday and Co., Inc., 1948), p. 238.

²⁰ John H. Burnham, “The School and the War,” *Semi-Centennial History of the Illinois State Normal University 1857-1907* (1907), pp. 20-22.

²¹ *Ibid.*, p. 31.

²² *Ibid.*, pp. 25-27.

²³ Charles A. Harper, *Development of the Teachers College in the United States* (Bloomington: McKnight and McKnight, 1935), pp. 65-68.

²⁴ Richard Edwards, *Life and Character of Abraham Lincoln—An Address Delivered at the Hall of the Normal University April 19th, 1865* (Peoria: N. C. Nason, Printer, 1865), p. 10.

²⁵ *Ibid.*, p. 11.

²⁶ *Ibid.*, p. 19.

THE UNIVERSITY FARM

CLYDE W. HUDELSON*

Illinois State Normal University was officially founded by an act of the Illinois Legislature on February 18, 1857. It is interesting to note that the history of agriculture education in the state of Illinois has run concurrently with the planning, founding, and operation of this outstanding University. A clause in its charter requiring instruction in "the elements of the Natural Sciences, including Agriculture and Chemistry, Animal and Vegetable Physiology" is responsible for the modern Agriculture Department now included in the University's broad educational offerings.

The geographic location is another interesting as well as unusual item in the history of the University, for it was determined by competition. Four communities contended by making promises of money or of properties convertible into cash. North Bloomington, later named Normal, was the winner, possibly because of the fact that listed in its favor was a piece of very valuable property—a tract of rich land of approximately one hundred acres, whose donors requested that it be used for practical experiments in agriculture. The donors were, namely, Judge David Davis, who gave forty acres; Edwin W. Bakewell, who contributed the same number; and Joseph Payne, who with Meshack Pike, made a gift of twenty acres.

Among the promoters, however, there arose a difference of opinion as to whether this university would be an educational institution with a department of agriculture, or an agricultural institution with a department of education. The will of those who favored the first idea prevailed, yet for fifty-four years nothing was done to develop the agriculture department. During this period of indecision Mr. Bakewell, apparently irked by the procrastination of those in charge, promoted a bill in the State Legislature for the recovery of his gift, but it was vetoed by the governor.

Records show that Jesse Fell, leader of the group which won the bid for the location of the University, literally "made hay" while awaiting the final decision, for he cut and marketed the native prairie crop then flourishing on the rich one-hundred-acre tract. Later, each of two nationally known nurseries leased the land separately for a period of years—the Phoenix and the Augustine, the lease of the latter expiring when the University started to improve the land in 1911.

During the fall of this year the first head of the Agriculture Department was chosen—Mr. A. I. Madden. He remained head for seven years and developed a two-year curriculum consisting of six subjects that included all topics recommended for courses in agriculture taught in the better schools of the state. The second head, Mr. R. L. Eyeman, remained one-and-one-half years, leaving in 1920, and was succeeded by Mr. C. W. Hudelson, who is still with the department.

* Associate Professor of Agriculture

Incidentally, these three men were all graduates of the College of Agriculture, University of Illinois, which means that they had the best training possible for the responsibilities assumed with this position.

From a two-year curriculum the department expanded into a four-year course to be known as the Division of Agriculture Education. The course now offers the following comprehensive fields of study: Science and Elementary Agriculture, Agricultural Economics, Agricultural Engineering, Dairying, Animal Husbandry, Horticulture, and Agronomy. These subjects are taught by a staff of seven well-prepared teachers, including the head.

To return to 1912. In that year the first buildings were begun, fields laid out, and fences erected to enclose them. By the fall of 1918 the farmstead consisted of dwelling house, dairy barn, milk house, two large poured-concrete silos, horse barn, poultry house, cattle shed, central farrowing house, and a small tool-implement shed. A good crop-rotation plan was put into operation, and one breed of each of several of the more common classes of livestock was established.

At the present time, besides the above-named buildings, the following through the years have been added: beef cattle barn, sheep barn, garden house, swine barn, machinery hall, and stock judging pavilion. Ninety-five acres have been annexed to the original one hundred acres. There are now thirty-five different breeds and varieties of livestock. The above record of growth shows that the Agriculture Department is advancing steadily.

Needless to say, the present set-up entails much work on the University Farm, as it is now called. The farm manager, Charles A. Mercier, has seven full-time employees to help with the chores and sundry kinds of farm assignments. They assist in preparing the many demonstrations planned by the staff members, who hold classes in three classrooms in two of the farm buildings.

Besides providing academic work for the students, over the years the department has rendered service to, or cooperated with, a number of off-campus organizations. On a fifteen-acre tract a cooperative wild-life project has been established with the State Department of Conservation. On this same tract, the State Soil Conservation Service cooperated with the department in setting up another project which involves a comparative study of grasses and legumes.

A Sectional Livestock and Grain-Judging Contest for vocational-agriculture high-school students has been carried on for the past twenty-five years. Since World War II Purebred Livestock Shows and sales have been held, approximately fifteen a year. An Annual Sheep Shearing Demonstration has taken place for the last twenty years, with Elbert Richmond of Armington, Illinois, doing the shearing before awed audiences numbering from 500 to 3000 persons.

The Daily Pantagraph helped in setting up a widely popular Farm Day Program with exhibits of the latest in farm machinery, up-to-date farm-practice demonstrations, and lectures by leading agriculturists of the country. The McLean County swine sanitation program,

part of which originated on the University Farm, is now widely used among swine owners throughout the United States.

A National Youth Administration Camp, which was a federal project prior to World War II, gave employment and educational advantages to young men in their late teens and early twenties. The camp, a three-acre site near the farm buildings, consisted of barracks, offices, and shops. Temporary barracks, covering eight acres of the farmland and serving as homes for World War II and Korean veteran students and their families, have been a boon to young married couples seeking an education.

In conclusion, in 1951 the Division of Agriculture Education met the State Vocational Board standards as determined by a unanimous vote of a special committee of seven unbiased off-campus agriculture experts, two of whom were from other states. The decision of the committee was gratifying in that it showed that the department is alert and up-to-date in its functioning and that it is satisfactorily carrying out its aims and goals: to provide for the students of agriculture those richest and most varied kinds of experiences which are necessary to develop teachers of the highest order.

THE ILLINOIS STATE NORMAL UNIVERSITY LIBRARY GROWS UP

ELEANOR W. WELCH*

In July, 1858, President Hovey made the first library report of Illinois State Normal University. On March 20th of that year, Owen Lovejoy, the representative of Congress for the district, designated the school "as a suitable depository of the Public Documents." One hundred and three such documents sent by Stephen Douglas, Lyman Trumbull, and Lovejoy were the beginning of the school's libraries. To these were added thirty-two reference titles. In new editions many of these are still in use, such as the following: *Encyclopaedia Britannica*, *Chamber's Cyclopaedia of English Literature*, *Putman Dictionary of Dates*, *Spier's French Lexicon*, *Bartlett's Familiar Quotations*, *Lippincott Universal Gazetteer*. The plan of Old Main called for a room on the southeast corner of the third floor to be in the library. However, for many years the "Reference Library" was kept in the President's outer office as a check on student use.

The books the students read were in the two literary societies. Simeon Wright, a board member deeply interested in books and the societies, during the spring of 1858 secured for each a set of one hundred books of Moore's District School Libraries. He added generously to the Wrightonian collection, while Mrs. Hovey and townspeople gave to Philadelphia. Here were Longfellow's poems, Scott's Waverley novels, Sears, India and China, Hawthorne, Dickens, DeQuincy, Bronte, and Irving, the books that the students enjoyed reading. Philadelphia staged an exhibition in Phoenix Hall in 1863 to raise funds for books and to pay the society librarian a small salary. The librarian was to keep the books in order and to check them to members after the weekly meeting.

Annually books were added to the General and Reference Libraries of the school. In December, 1865, President Edwards reported adding 300 titles, so that the reference library now contained 450 books, and he had "an unexpended balance but high prices that have of late prevailed have deterred us from making purchases particularly as the books we are anxious to get would need to be imported." With a collection of this size the library was moved to the east hall of the second floor. In 1873 he again reported books bought to the value of \$417.41, subject to board approval. The list was chosen at the faculty meeting and as a "result exceedingly well chosen." In 1873 he bought new locked book cases, and since the books were in constant use, student librarians were employed. The chief was paid \$50 a year and the three assistants each received \$5 a term. The library was open four hours a day. The charging system was interesting—the student wrote his name in a blank book, the librarian then put down the name of the book used.

The same note in the catalogs appeared year after year. "The university library is excellent in character and contains one thousand

* Director of Libraries

volumes of valuable standard books. Additions are made from time to time." How few the additions were is shown by reports to the Board of spending \$86.07, \$124.46, and by President Hewett's saying December, 1878, "Our library has not been enlarged to any extent for want of funds . . . I hope we may spend some money during the next half year." In 1880 he asked for \$300 to \$500 to spend for library books in Europe that summer.

September, 1880, saw Wrightonia asking that the two society libraries unite in a convenient room and that the Board appoint a librarian to be on duty half of each day. The Board did not approve, possibly because the room was not available. As usual, Illinois State Normal University was outgrowing its clothes. Annually President Hewett reported, "The students are making more and better use of the library—I am constantly adding to our books, but I am not buying any great number at a time. I hope you will approve \$200 for this purpose." Student desires and faculty needs had a result in 1890 when Miss Ange. V. Milner was employed to make a catalog of the college books. In June the President reported Illinois State Normal University would have a card catalog not the traditional printed one and that he opposed the Board's suggestion of using the first floor reception room for a library for "we need it as a reception room and the lighting is bad." Whenever the legislature granted a new building the grammar school room would be the library.

Dr. Cook took over the presidency in the fall of 1890. Under him the present library had its true beginnings. He promptly turned the reception room on the southwest of the entrance to Old Main into the library. Miss Milner was appointed permanent librarian. The choice could not have been better. She had a vision of the place of books in teaching: a teacher without a knowledge of how to use books was like an engine without steam—useless. She brought together all the books on the campus, the reference collection, a "general library," that of the two societies, the classroom collections, the remains of the Natural History Society library, and the primary library, in all 4000 volumes and 1000 pamphlets. The books were classified and cataloged. The students could draw them out without charge.

By 1892 the library was open during the school day, and Miss Milner had begun instruction on the use of the library, for "it is the aim of both teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work." This is the purpose of the library today.

Illinois State Normal University was among the first half dozen teacher training institutions to offer such instruction. By 1899 Miss Milner was talking at National Education Association and library meetings on the need of such classes. Five years later her pamphlet "Formation and Care of School Libraries" was having national demand. The first optional course had developed into courses on the formation and care of school libraries. With annual appropriations, a

trained library assistant, and student help, the library rapidly made a place for itself on the campus. Its modern approach became known throughout the country. Soon it outgrew the ill-lighted reception room and moved to the third floor of Cook Hall.

In 1913 the legislature appropriated \$12,000 to convert the training school (now North Hall) into a library for the university. Three levels of stacks were built, the entire second floor was a reading room with wall shelves and miscellaneous tables and chairs. In its new quarters, the library increased by 600 to 1000 books annually. Children's books were bought. Classroom deposits were sent to the training school under the guidance of Miss Edna Kelley. Gertrude Andrews Plotnicky became a member of the staff. Audio-visual service was begun with a collection of 2856 pictures, 1468 slides and 835 stereographs. Miss Milner's death in 1927 was a loss to the school as a whole.

In the fall of 1929 Eleanor Weir Welch was appointed as librarian. The library continued to grow. In 1934 a training school library was established in the former science rooms of the Metcalf Building. Students were crowding the university library, sitting on the window sills and stairs. Books were piled everyway possible. All work was done in one room and over one desk.

The University built the present library with a 60 per cent grant from the Federal Government and 40 per cent from state funds, \$556,000 in all, the first and cheapest of the "new" libraries in the state colleges. Milner Library was dedicated in June of 1940. That summer school saw the library in use. Now there was room for divided services to students. A trained, experienced library staff, a larger book collection, and room to use it more than doubled student library use. The library became a true college library. 1945 brought graduate work with a more scholarly collection of materials. Audio-visual film service, which grew into a separate department, was begun by the library. Three laboratory school libraries were established. The teaching of library science became a minor field, offering training for school librarians of elementary, high school, and unit district libraries. The Friends of Milner Library brought the library into the life of the community and to the library gifts of books and manuscripts it could not have otherwise. The collection grew to 178,000 volumes, outstanding in the field of education, with a generally adequate working collection in other fields. At the present, microfilm and microcards are used constantly to save space.

Now in 1956 Milner Library is in dire need of more space. How large should it be? As large as the educational objectives of the university require. As methods of instruction change, so library needs change. A good college library must have (1) well-organized resources for instruction and research, (2) a competent staff, (3) adequate space, (4) integration of the library with the educational policies of the institution, (5) adequate administration and faculty support, and (6) a program of teaching the use of books to its students. With these Milner Library can continue as a service center to the University.

ILLINOIS STATE NORMAL UNIVERSITY MUSEUM— THEN AND NOW

CECILIA H. PEIKERT*

Museums as independent units are rare on the campuses of teacher educating institutions. A new visitor to the Illinois State Normal Museum seldom fails to express his surprise at finding such a large and varied group of exhibits as are present in this museum. However, it is not so surprising to have a well-organized museum here when one considers that the museum idea at this school was conceived almost a century ago. Shortly after the founding of the University, on June 20, 1858, the Natural History Society of Illinois was organized by a group of private individuals in Bloomington. Formally chartered by the legislature in 1862, the society's stated aim was to establish a museum of natural history at the State Normal University. The museum which resulted from these efforts was housed in Old Main, and during the first decade of its existence was supported by voluntary contributions and cared for by a member of the faculty. The first state support came with an appropriation of \$2,500 which allowed for the appointment of Major John Wesley Powell as curator and authorized him to make explorations in the Southwest, where he subsequently explored the Grand Canyon of the Colorado. Major Powell built up a large collection of natural history material which was augmented over the years by both authoritative scientists and amateur collectors.

The State Natural History Society transferred its property to the Board of Education in 1871, at which time the collections were estimated to be worth \$95,000. When a state museum was created in Springfield in 1877, the museum on this campus was converted into a state laboratory of natural history. This laboratory was transferred to the University of Illinois in 1885 together with a large share of the collections. The remaining collections were stored in buildings about the campus until 1940, when space was set aside for a museum in the new Milner Library.

From the records it is apparent that the early museum created by the Natural History Society was designed primarily to serve the college student for study purposes. Collections were composed of preserved biological materials, mounted birds and animals, and thousands of individual specimens of rocks, minerals, shells and fossils. No attempt was made to arrange collections in interesting and attractive ways. The taxidermy, oftentimes amateur, becomes grotesque when viewed today beside examples of modern work. Yet for the period in time when interest in taxonomy was of paramount importance this museum served its purpose ably. It provided systematically-arranged collections of natural-history materials for the university students.

When the museum was re-created in 1945, a different type of organization was considered desirable to meet the changing concepts, in both the museum and educational worlds, as to the use of visual materials. Therefore, materials were reorganized into exhibits which

* Director of Museums

would not only teach certain large principles but which would be attractive and would appeal to the various age and interest groups using the museum. Since this is a teacher-education institution the museum must be useful not only to the college student but should provide materials for enhancing the work of the laboratory schools which extend from preschool through the high school.

The present museum occupies four large rooms and corridor space in the basement of Milner Library. It is there where the teaching exhibits—each presenting some lesson—are found. Objects appearing in these exhibits are selected for their suitability as illustrations for the lesson rather than for their intrinsic value. Some of these exhibits are fairly permanent since they are used again and again by visiting classes. Among these are the exhibits of the Pioneer Kitchen, Victorian Living Room, Pioneer Textile Processes, Prehistoric Illinois Indians, The Doll House, History of Illinois State Normal University, and the synoptic series of birds. A temporary exhibit is prepared monthly for the lobby cases of the library, and presents timely topics which may be requested by faculty members.

Work with students is carried on in several ways. Classes and/or individuals are allowed to visit with or without supervision by the director as they desire. Advance plans are made if materials other than those on display are wanted. Many such materials are stored and brought out for temporary display and demonstration for visiting groups. Student teachers may discuss their teaching units with the director of the museum and search for pictures and three-dimensional materials which may be used in the classroom. Student teachers also arrange to bring groups into the museum when sufficient materials related to the unit warrant such a visit.

Additional students are reached through lectures on museum-related topics to education, art, and library classes, to audio-visual groups, and to student teachers. Such lectures may be centered around display methods, techniques used in museum work, sources of materials, ways of using materials, and types of materials available.

The public schools have the privilege of using museum facilities, and many do take advantage of this. Organized groups of all kinds are welcomed, and the general public is free to come during the open hours.

The new museum is no longer a static reference place, but rather consists of a live, ever-changing series of displays featuring important principles of life, illustrated with such subjects as are necessary to teach the lesson properly.

It is hoped that during the centennial year of the founding of the University the museum can be especially helpful by using its many historical materials in exhibits designed to give a picture of the life of the past century. The permanent display in the museum depicting the history of Illinois State Normal University will appeal to those interested in tracing the history of the University from its beginnings. Temporary displays will deal with topics of historical interest, not restricted to educational matters but centering around the life and customs of the period.

FROM MODEL SCHOOL TO LABORATORY SCHOOL

JOHN W. CARRINGTON*

September 1857. Major's Hall. Bloomington, Illinois. Miss Mary Brooks, principal and teacher. Here are the date, the place, and the person that started the first school under the support and administration of Illinois State Normal University for the education of children and for the purpose of giving teachers in training experience with children and in a real classroom situation. The time, place, and person stand out as an historical and professional development of teacher education in Illinois.

The students who were referred to as "pupils in the Normal Department" were allowed to observe but never were allowed actually to teach.

In 1860 this model school was transferred to Normal and was housed on the first floor of Old Main, which was nearing completion. At one time in this location it occupied four classrooms and used two other rooms for play rooms. Pupils were enrolled from the local district. In a few years the number of pupils outgrew the building, and the local district was compelled to build a school.

As the University developed and there became a clearer realization of the need for providing students with more real experience in teaching children, the new Training School was built north of Old Main. It remained there until 1913 when the Metcalf Building was constructed. For years the old training school building served as the University Library; it now serves as a University classroom building and has been named North Hall.

In 1861 a high school was established in Room 12, First Floor, Old Main. It was abolished in 1865 and re-established in 1911 in Room 9, Old Main. In 1913 it was moved into the new Metcalf Building, which has been its central location ever since.

The new Metcalf Building was completed in 1913. It was carefully planned and from the standpoint of room facilities and general physical features was and still remains an outstanding teacher training building. On its completion the elementary school and the high school were moved into this building.

Two other developments from the standpoint of providing facilities to give students preparing to teach experience with children need to be mentioned. The first was establishing relations with the Soldiers Orphans' Home in Normal in 1916. This institution has since been renamed the Illinois Soldiers' and Sailors' Children's School but the old name still persists in the minds of many people. The school was first housed in a frame building, but later the present fine brick building was constructed.

* Professor of Education and Director of Laboratory School Experiences

The other major development came when Fairchild Hall was built in 1951. The purpose of the program in this building was primarily the education of teachers for children who are physically handicapped, socially maladjusted, deficient in hearing, partially sighted, have speech deficiencies, or are otherwise handicapped so that they cannot profit by the regular programs in public schools. Children are enrolled who possess these handicaps and students observe and work with them. Furthermore, these children need to work, play, and associate with normal children. To meet this need five rooms are in operation in Fairchild Hall where normal children from the community are enrolled.

As this bulletin goes to press, a new "Metcalf Building" (joins on to Fairchild Hall) is being constructed west of University Street. In September, 1957, the children and staff in the present Metcalf School will move into the new building, and the five groups of children and staff in the regular rooms in Fairchild Hall will be merged with them. The new Metcalf School will provide for two rooms for each grade from kindergarten through grade six and a junior high school for the two upper grades, and will eventually include the ninth grade. The education program for the regular normal children and those in special education will be integrated and operate under one philosophy and provide observation, participatory and teaching experiences for university students preparing to teach in Illinois.

Changes in Function

As mentioned above, the first Model School only made provisions for university students to observe good teaching. As time went on the need for allowing students actually to have some teaching experience was realized, and the campus schools took on the name of "Training Schools." Some of the records show that about 1900 the staff of the elementary school was referred to as a "corps of critic teachers." Another record states that "students had practice teaching five hours a week and worked with forty children at a time. Real experience in teaching was being provided students." One reference to the program at the Orphans' Home stated, "The pupil teachers teach two to three and one-half hours and receive two credits, provided the services are satisfactory."

As we move into the second century at Illinois State Normal University the term "Campus Laboratory Schools" is used in referring to the campus elementary and high schools. Their functions include providing students opportunities to observe good teaching, participate in learning experiences with children, and have teaching experience in their senior years. Some developments have been made in these schools to provide services to public schools, carry on experimental programs in an effort to improve instructional practices, and to carry on research practices. The future will see improvements in the traditional functions and a development of the newer functions.

As the university student enrollment increases, more and more of these laboratory practices will move into public schools, especially participatory and student teaching experiences. The program in off-campus student teaching is already well established and functioning efficiently, and it will develop in the future.

From Model School to Laboratory Schools at Illinois State Normal University is a thrilling professional story. It has been told most interestingly and accurately in *Grandest of Enterprises*, by Dr. Helen Marshall. This book is the Centennial publication and an outstanding contribution to teacher education. Further information on the part laboratory schools play in teacher education can be obtained from "Improving Teaching in the Elementary Schools," a *Teacher Education* issue by the Division of Elementary Education of Illinois State Normal University, September, 1956. An issue of *Teacher Education* on "The History of Elementary Schools at Illinois State Normal University" will be ready for distribution in March, 1957. All three publications tell a thrilling story of the contribution of laboratory schools to teacher education. Their future is great.

FROM CANDLE FLAME TO FLOODLIGHTS

MABEL CLARE ALLEN*

Eighteen fifty-seven in the theatre! Posters in New York were proclaiming "EDWIN BOOTH, Son of the Great Tragedian, will open at the Metropolitan Theatre in RICHARD III." In Norway, Ibsen was an unknown director at the Bergen Theatre. In Ireland Shaw and Wilde were still in their cradles. And on the stages of Europe and America the *Lady of the Camellias* and *Uncle Tom's Cabin* had but five years earlier begun the long tour which would make them household words for generations of theatre-goers. In those days of famous actors and mediocre playwrights what drama could one expect in a struggling young normal school on the prairies of Illinois! But four days after the opening of Illinois State Normal University in October of 1857, six young men met by the light of a tallow candle in the school room on the third floor of Major's Hall and organized the Normal Debating Society. This group, which within the year was renamed the Philadelphian Literary Society, and its rival organization, the Wrightonian Society, were the centers for most of the dramatic activity at Normal for the first fifty years of its existence.

Most of the work of the early societies was devoted to debate, papers, and music, with orations and declamations being added later. As early as the sixties, however, dramatics was playing a part in the lives of the students. Charles Capen, of the high school class of 1865, reported more than forty years later that during the period of the Civil War, "every few days a minstrel troupe or a comic lecturer came to Bloomington. These entertainments were well patronized. In the literary societies there was a much larger proportion of attempts to cheer the minds of audiences by humorous exercises than now. Many of these would be considered flat failures now, but they answered the purpose then. There was, however, no lack of exercises of a patriotic character."¹

John Cook, a graduate of the Normal School in the same year and later president of the University, wrote that classmate Eugene Baldwin "wrote dramas in which it was my rare pleasure to star,"² and he told of a performance of "Box and Cox" in Phenix Hall in Bloomington to make money for the first piano for Wrightonia. The *Bloomington Pantagraph* of February 15, 1867, tells of an entertainment at the Normal which consisted of "readings from *The Merchant of Venice*, original poems, orations, recitations, tableaux, songs, and gymnastics."

Though no record exists of the dramatic activities of the 1870's and early 1880's, there is reason to believe that the pattern was somewhat the same—tableaux, pantomimes, farces, and original skits, as

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¹ *Index*, 1909, p. 145.

² *Index*, 1901, p. 18.

well as recitations, varying the heavier diet of debates, essays, and orations. Quite frequently there were humorous debates between students or faculty members, such as the one between Mr. Hewett and Dr. Sewall on the subject "Is Mother Goose to be believed when she says, 'Hey, diddle, diddle, the cat's in the fiddle'?" Dr. Edwards, the second president of the University, was deeply interested in reading and literature. He played Shylock in *The Merchant of Venice* in Bloomington about 1872, and it was probably his influence which made the reading of Shakespearean plays such a frequent part of the literary society programs. Members of the faculty, who were also active members of the societies, usually read the leading roles, a fact which undoubtedly caused some resentment among the students.

In the late 1880's there was, in the high school department, a young lady who from childhood had written plays for her playmates to perform—the girls eagerly, the boys reluctantly. Her name, today an important one on Broadway, was Rachel Crothers. As she was a member of Philadelphia it was possibly her enthusiasm which prompted the organization in 1889 of the Philadelphian Dramatic Club. This group produced a drama, *Enlisted for the War*, which was given, first in Normal Hall, and later at the Durley Theatre in Bloomington for the benefit of the G.A.R. post. *The Bloomington Leader* reported, "It was a success in every particular. There was a large crowd and the excellent performance was highly appreciated."³ It netted \$75. But the Normal school paper, *The Vidette*, commented, "It should be a question with us how often can we afford to give up the proper work of our society for entertainment alone."⁴ Wrigtonia must have thought that such entertainment had a place for they announced later in the year, "Ere this [*The Vidette*] reaches the public, *Richelieu* will be given in our hall. It promises to be the event of the season. The cast of students is from the students and Wrigtonians. This is as it should be."⁵

In 1888, Sapphonia, a new literary society for women only, had been organized. This group presented Shakespearean readings and evidently aspired to further dramatic activity, for *The Vidette* for January, 1891, stated, "In a few weeks a program of slightly theatrical character will be given to the public. Our most competent Sapphonian will take part under the management of Miss Rachel Crothers. The fact that Miss Crothers has consented to take charge is sufficient assurance of the success of the performance."⁶ No more is reported of this performance but on December 4, 1891, there was presented *The Queen of Fame*, a "dramatic entertainment with 20 characters and a chorus of 22 little girls."⁷ Miss Janice Foster as Sappho was crowned Queen of Fame, Miss Fannie Fell played Queen Elizabeth, and Miss Lura Eyestone was Florence Nightingale.

³ *The Vidette*, April, 1899, p. 21.

⁴ *The Vidette*, 1889, p. 18.

⁵ *The Vidette*, May, 1899, p. 25.

⁶ *The Vidette*, January, 1891, p. 29.

⁷ *Index*, 1892 (no page numbers).

The lecture course, organized in 1890, brought a succession of dramatic lectures and readers to the campus presenting both classical and contemporary selections. Leland Powers seems to have had special popularity as he appeared several times reading *David Garrick* in 1890 and *The Rivals* in 1898.

The full-fledged production of Shakespeare seems to have begun at a union meeting of the societies in Normal Hall in 1892, when they joined forces in the performance of *The Merchant of Venice*. *The Vidette* comments, "None but students took part in the play and, considering the limited time for rehearsal, the drama was rendered in an exceptionally pleasing manner . . . [which] reflects great credit on Professor Reeder, the supervisor."⁸

For several years following this both societies gave performances of Shakespearean plays, "with appropriate costumes and scenery," but pantomimes, farces, living pictures, and original skits still varied their weekly programs. Under the inspiration of Miss June Rose Colby, who came as teacher of literature in 1892, the Sapphonians began reading the Greek dramatists. Euripides was studied in 1898, with a program in costume, and Aeschylus was the author chosen in 1899.

Too much classicism, however, palled on students then as now. This is shown by the explanation given by Philadelphia for the production, in 1901, of *Diamonds and Hearts*. They stated that *though* they had previously given one of Shakespeare's plays, "believing that these should not be attempted by any but expert actors, we thought it best to give a modern play."⁹ Wrightonia evidently agreed that it would be more profitable for they gave *Esmeralda* by William Gillette and Frances Hodgson Burnett, "to pay off a debt hanging over Wrightonia's shoulders."¹⁰

From 1897, dramatic performances were given for Junior and Senior class nights. *H.M.S. Pinafore*, given in this year, introduced a series of comic operas and comediettas, and in 1900 a "pantomime" on campus with the Spirit of Spring, nymphs, a maypole, and dancing seems to have been one of the first of the masques or festivals which were popular for the next twenty years. By 1905 the Junior and Senior class plays seem to have generally replaced those given by the literary societies.

The growing popularity of dramatics is reflected by the remodeling of Normal Hall in 1899. The stage was changed from the south to the northwest and a slanting floor was installed with 800 opera chairs for the audience. It was described as a "very commodious, comfortable, and ever elegant auditorium."¹¹ The redecoration of the society halls in 1900 included refinishing of stages.

As Normal entered upon its second half-century, dramatics began to assume a greater importance in the curriculum. Early teachers had

⁸ *The Vidette*, March, 1892, p. 23.

⁹ *Index*, 1901, p. 56.

¹⁰ *Index*, 1901, p. 60.

¹¹ *Index*, 1899, p. 9.

been designated as teachers of language, of reading, and of grammar. Miss Colby's predecessor, Miss Ruth Morris, was the first to be called a teacher of literature. Miss Lucia Raines, teacher of "reading and gymnastics" in 1891, introduced the Delsarte system. She was followed by Miss Amelia Lucas, who was a graduate of the Emerson College of Expression in Boston. In 1904 speech for all the students of the school was introduced in the form of "rhetoricals." All students were required to meet for one period a week to participate in speech activities. As these sections were distributed among the members of the faculty the contents of the course varied widely in accordance with the interests of teachers and students. Though a teacher of Public Speaking was engaged the following year to teach classes in debate, rhetoricals continued until the early thirties.

In 1907, Grace Arlington Owen came to Normal as a teacher of reading and for more than a decade the dramatic program bore the stamp of her talents and energy. She was talented not only in dramatics but in writing. Under her leadership a Dramatics Club was organized in 1909 and the completion of Capen Auditorium in that same year gave the students a stage which was a great improvement over those in Normal Hall or the society halls.

An extensive program was presented in 1910. *Polly of the Circus* was "the most ambitious attempt and the most successful. It was essentially the same as was being given in Chicago at the same time, being, however, adapted by Miss Owen to the limited scenery we possess."¹² *The Rejuvenation of Aunt Mary* was dramatized by Miss Owen for the Dramatics Club, and the Junior play was *Old Friends*, an adaptation by Miss Owen of three short stories by Laura E. Richards. The Senior play was *A Midsummer Night's Dream*, but for Commencement a masque *The Judgment of the Ages* was written and produced by Miss Owen, assisted by Miss Ballard, the teacher of dance. This was described as "celebrating the supremacy of Reason and Learning, founded on myth and interpreted largely in pantomime and dancing."¹³ It was repeated the following year to celebrate the dedication of Fell Gate to the memory of Jesse Fell, one of the founders of the school. As described, "The action included all of the picturesque spots on campus . . . Gradually players emerged from groups of trees, from behind shubbery or came down long vistas. As they came they showed by interpretive dance and appropriate costumes their relation to the whole masque. It ended as the sun was setting and the soft light gave the colors a beautiful effect."¹⁴

Miss Owen was particularly adept at the writing and production of pageants and masques. It was under her direction that the ill-fated pageant *The Evolution of Drama* was prepared. This was planned in 1916 as a celebration of the three hundredth anniversary of Shakespeare's death. It was a most ambitious production including students

¹² *Index*, 1910, p. 68.

¹³ *Index*, 1910, p. 120.

¹⁴ *Index*, 1911, p. 99.

not only from the University and training schools but from the high schools of Bloomington and Normal and some students from Wesleyan University. It was to have been produced at Commencement but a prolonged rain forced its postponement. Though it was finally given a debt was incurred which organizations on campus were years in paying off. Miss Owen also wrote the *Masque of the Elements* which was the prize winning script for the Illinois Centennial in 1919.

In 1912 under Miss Owen and Edwin Barlow Evans, an extensive curricular offering in Speech and Drama was first listed in the catalog. This included not only the basic courses in reading and grammar and those in English Drama and Shakespeare, which for some years had been offered, but also Reading of Poetry, How to Teach Reading, The Art of Story Telling, Platform Reading, Extemporaneous Speaking, Argument, Oral Debate, The Speaking Voice, and The Analysis and Presentation of Drama. Under the last title is the statement, "The dramatic work of the school will grow out of this course . . . Casting will be done by the directors from the work done in class and on special numbers given in the literary societies."¹⁵

The public offerings of this period reflect the work done in class. They vary from Greek, Shakespearean, and eighteenth century plays to such popular modern plays as *The Road to Yesterday*, *The Lion and the Mouse*, and *The Younger Generation*. The Jesters was organized in 1912 to take over the work of the Dramatic Club. This organization is still active on campus. The University High School Juniors and Seniors began giving class plays at about this time, and other organizations such as the Athletic Association, the Country Life Club, and the Alumni frequently gave benefit performances. In 1914 eight major productions were listed. This extensive activity was curtailed by the World War in 1918 and 1919, but developed again in the decade following.

During the 1920's the dramatic work at Normal was guided by Miss Mildred McConnell and Miss Verna Grubbs. New classes were added in Modern Drama and Play Coaching. Greater attention was paid to staging and lighting. Student direction of plays was encouraged. This included the high school plays, one-act plays growing out of class work, and full evening plays given by various clubs to raise money for their own projects. In 1926 the Illinois Delta Chapter of Theta Alpha Phi was founded on the campus and in 1928 Miss Grubbs organized the University Theatre with a student advisory board.

For more than the last quarter century the dramatic work at Illinois State Normal has been under the supervision of Mabel Clare Allen. Changes in the program have been gradual. The curriculum has been expanded to include work in Children's Dramatics, Technical Production, History of Theatre, and an advanced course in Acting and Directing. Greater stress has been placed on the technical aspects of theatre, particularly during the last six years under a separate technical director. In 1929, a Childrens Theatre was organized which co-

¹⁵ *Catalog of Illinois State Normal University*, 1912, p. 80.

operated with a community group in producing plays for child audiences, using children and high school students of the campus and public schools as actors. During the early 1930's the yearly performance of a Nativity Play at Christmas by the Jesters under the sponsorship of Miss Janet Smith was becoming traditional, but the increasing activities of other organizations at this time of year caused it to be abandoned. It was at about the same time that student admission to plays under the University Theatre was included in the Student Activity fee. This fee now pays for about three-fifths of the University Theatre budget. Original musical revues by the Blackfriars, an all-men's organization, began with production of *My Old Man* in April, 1934, and the Lowell Mason club of the Music Department, since 1948, produced a series of operettas directed by students. High school plays have again been placed under faculty direction.

Today the objectives of dramatic work in the University are threefold: to present for the student body as a whole a variety of plays, not only for entertainment but to acquaint them with popular and literary drama of both contemporary and historical periods; to provide the many recreational activities associated with the production of plays to all who wish for the opportunity; and to provide for speech majors and minors experiences in all phases of production which will prepare them for teaching dramatics in either elementary or secondary schools.

Drama will play its part in the celebration of the Centennial Year at Normal. In 1935, at the celebration of the seventy-fifth anniversary of the first Commencement, a pageant, *The Lighter of Flames*, was presented with Old Main as its background. It was based on the history of the school as recorded in *The Development of the Teachers College in the United States* by Charles A. Harper of the Social Science Department. The pageant was a cooperative enterprise in which all departments, students, and faculty, played an active part. A similar undertaking is being planned for May of 1957. A chronicle play depicting scenes suggested by Dr. Helen Marshall's Centennial history *Grandest of Enterprises* will be given in front of Cook Hall where, in earlier years, the pageants and festivals of the school were presented. Again drama, music, and dance will combine to interpret the life of the school. The candle, whose flame lighted the earnest faces of those six young men of the Normal Debating Society on October 9, 1857, has become today a battery of floodlights.

TOWER STUDIOS

RUTH V. YATES*

Radio broadcasting from the campus of Illinois State Normal University dates from the time radio broadcasting began in the community of Bloomington-Normal. In 1934, WJBC was organized by Malcolm McGregor and Hugh Gately. By September of that same year, studios had been built on the top floor of Cook Hall at Illinois State Normal University. Three rooms—control booth, studio, and reception room—were furnished and decorated by the University. The broadcasting equipment was supplied by the owners of WJBC. This affiliation and division of ownership continued until 1952. During July of this year the tower was struck by lightning, causing such damage as to necessitate complete renovation of the rooms. It was at this time that the University purchased its own broadcasting equipment. Now, with a Gates' board, two turn-tables, and two Magnacord tape recorders, the equipment is comparable to that found in local stations anywhere.

From the beginning the responsibility for organizing and planning the regular University broadcasts has been in the hands of a faculty radio committee. Student engineers and announcers are selected by tryouts and from recommendations. These student employees and the chairman of the committee supervise the production of the broadcasts. There have been four faculty chairmen throughout the years: Mr. Harry Admire, Mrs. Laura Pricer, Miss Helen Marshall, and Miss Ruth Yates.

The first year the program schedule included an early morning program by the Department of Agriculture and afternoon broadcasts at 5:15 each school day. These included music, dramatizations, talks, and a Social Science Department forum. By the second semester, the University was broadcasting a total of two hours and fifteen minutes a week. In those days before radio stations had records to spin or wheels to reel out the tape, the only source for program material was the "live talent" in the community. WJBC relied heavily upon the talent on this campus and its sister institution, Wesleyan. The novelty of radio broadcasting and, for a few, the vision of radio as an educational potential made faculty and students eager to contribute whenever they could. By 1945 the University was regularly broadcasting three hours and forty-five minutes a week. In 1945 WJBC joined ABC National Network. The demands from the network and the increased sale of advertising time by the station resulted in their reduction of the University's time on the air to twenty minutes a day or one hour and forty minutes a week. This was reduced by the committee in 1953 to three twenty-minute programs on Monday, Wednesday, and Friday, and a five-minute newscast five days a week, a total

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of one hour and twenty-five minutes. This was done in the interest of improving program productions and because it was believed that a better contribution could be made by producing series of special educational programs at times other than those regularly scheduled for afternoon shows.

In 1953 the first venture was made into in-school broadcasting. It was then that Dr. Louis Hoover, chairman of the Department of Art, began his Monday afternoon "Radio Art Class" series, a broadcast designed to be used by elementary teachers to help them in the teaching of creative art activities. Dr. Hoover prepared and presented these broadcasts and provided teachers with lesson manuals to guide them in teaching their children. This type of interesting program met a great need in the area, and its popularity is attested by the fact that teachers on the fringe listening areas persuaded their local stations to obtain tapes of the programs so that they might hear them more clearly. This fall Mr. Douglas Hartley, supervising teacher of art in the Metcalf School, has taken over the program. Approximately four hundred elementary teachers requested teaching manuals this fall. With an average of thirty children in each room, it is a safe estimate that at least 10,000 children are listening to this program every Monday afternoon.

A glance at the schedules throughout the years reveals that an attempt has been made in the programming to fulfill the educational aim of a university radio station. From the beginning, another purpose of the radio has been to inform the public of campus activities. From the time of the organization of the Office of Publicity the head of the department has been a member of the committee. News was presented first on the weekly "Alumni Hour," a program broadcast in the 1930's by Mr. Chris Harpster and Miss Ruth Henline. Later the regular broadcast period each Friday was given over to news of the campus. Since 1953 Dr. Gertrude Hall, head of publicity, has prepared a daily five-minute newscast which is presented by the student staff.

This explanation of the organization of radio broadcasting, and the brief description of the kind of programs produced leaves out mention of all the people—faculty, students, townspeople, children from community schools, foreign visitors, and celebrated guests on our campus—who have helped make the campus station a useful tool for sharing the resources of the University with Bloomington-Normal.

DEVELOPMENT OF EXTENSION SERVICES

L. WALLACE MILLER*

Illinois State Normal University was founded in 1857 for the purpose of educating teachers for the public schools of Illinois. While the professional preparation of teachers for elementary and secondary schools continues to be the primary purpose of the institution, the steady and marked growth of the University during the one hundred years of its existence has been accompanied by a greatly expanded program and enlarged vision of its responsibilities in carrying out its original function. The traditional ideas that a professional state college or university has as its primary function the preservice education of teachers for elementary and secondary schools has been supplanted by the greater concept of service and obligation to the improvement of public education within the state. The expanded facilities and programs of the University are now extended to include the in-service education of teachers already actively engaged in the teaching profession and many other direct and indirect types of extension or field services which it renders to public schools and to the communities that support the schools.

The University was one of the very few state teachers colleges that formally recognized its obligations to public education beyond the campus pre-service program as early as 1913, at which time it inaugurated a program of off-campus extension classes for teachers. With a modest beginning of two classes in 1913 and with a total registration of twenty-four, the University has gradually expanded this program through the years to a maximum of sixty-two off-campus classes annually and with an all-time high in total registration of 2,020 in the school year ending in 1956. The University has a total of 25,811 registrations in its off-campus classes from its early beginnings in 1913 to the close of the second semester in January, 1957.

The University's influence is not confined to its campus or off-campus class program. Since 1935 the University has assumed more and more the role of a service institution. Rather than only an extension program of off-campus classes, an increasing number of offices and campus program began to include responsibilities for helping public schools and communities in a wide range of capacities which in recent years is better known as field services. Requests for speakers, consultant and advisory assistance, and various other forms of adult education are constantly sought by schools and school-related groups to which staff members and a number of offices of the University respond in so far as facilities and the time of staff members permit. While the University at present falls far short of providing the educational field services demanded by in-service teachers, public schools, and school-related groups, it is making a sincere effort to expand these services and does recognize its obligation in these matters. The

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very rapid expansion of the University in terms of campus enrollment and the subsequent need for increasing staff members and campus facilities has made it difficult in recent years to cope with its off-campus obligations. The current problems precipitated by the rapidly increasing school enrollments at all levels of education throughout the country accents the need for expanding field services by institutions of higher education. Research studies and surveys indicate that most of the larger universities, as represented by the National Association of University Extension, and the leading teachers colleges in the Association for Field Services in Teacher Education, have greatly accelerated the field-service movement in recent years due to this increasing pressure from off-campus sources.

The role the University is playing in activities other than pre-service education of students for the teaching profession is well illustrated by the many and varied activities organized on the campus. The graduate program, the summer session, and the late afternoon and evening schedules of classes are essentially an in-service program for teachers. The Illinois State Normal University Bulletin of September, 1951, entitled *Field Services*, briefly described sixteen other off-campus services in addition to the long-established extension class program. Many of these are organized and directed through University offices independent of one another and in varying degrees are limited by the responsibilities for duties associated with campus activities. Reference to a few of these will illustrate the University's increasing attention to the demands for educational leadership by public schools and the citizens who support them.

University departments are increasingly called upon to release staff members for speaking engagements, conferences, and other professional activities not directly associated with their campus schedule of duties. Many serve in consultant and advisory capacities dealing with problems of public schools, adult education, industry, business, agriculture labor, and other community affairs which are of vital concern to educators. A survey of the professional activities of the faculty during the period from July 1, 1954, to July 1, 1955, with only 102 staff members responding, or approximately one-third of the entire faculty, indicated for each an average of three professional lectures, one instance of consultant service, and three visits to public schools. This did not include the many services rendered through judging contests, officiating, and participating in other professional, civic, and community activities. Among examples of the special services is the Department of Social Science's responsibility for forming a Central Illinois Committee Development which will serve as a clearing house for information to communities interested in such programs.

Several years ago the University began the publication of a bulletin listing approximately eighty staff members willing to accept a limited number of engagements to speak or provide programs described in the bulletin. A biographical sketch of each staff member is included. This list has proved helpful and convenient for program chairmen and

others who plan the activities of clubs, organizations, and community groups. It is particularly useful to school administrators seeking speakers for commencement exercises, workshops, county institutes, and for other programs related to educational activities. Frequently students or student groups also are prepared to render special programs. The Office of Field Services is available to assist off-campus groups in this service.

The schools of Illinois in recent years have demonstrated a great deal of interest in curriculum studies and in school reorganization programs. Frequently teams of consultants or the help of individual staff members are requested. While staff members have full loads on the campus, many give extra hours in such direct assistance to schools. This help may involve research, surveys, and other educational studies undertaken locally for varying periods of time. The University has demonstrated its willingness to help in this type of service by providing travel expenses for participants and, on occasions, to the extent of releasing staff members from a part or all of their campus duties.

Other types of specialized and educational services have been made increasingly available to off-campus groups in recent years through the organization of professional staff and separate offices. Among such are the Psychological Counseling Service, the Hearing Laboratory, the Reading Laboratory, the Speech Re-education Clinic, and the Educational Testing Service. The testing service, for example, provides scoring service, validity and reliability studies, consultant, and advisory service, and statistical analyses and listings annually for a great many Illinois schools and school systems.

The County Contact Program, the University publications, the University Library, the Bureau of Appointments, the Division of Publicity, the Division of Audio-Visual Education, and the Division of Field Services represent other University offices and organizational units of activity or programs that may be regarded as having a major role in providing to the schools of Illinois services other than those generally considered as campus functions only. The University is serving Central Illinois by radio and television through many types of professional broadcasts. For example, in 1953 a creative art program was undertaken by the Art Department which involved weekly broadcasts directly to as many as 500 elementary classrooms and 15,000 participating children.

The University welcomes helpful suggestions from teachers, school administrators, and others for improving University services. Suggestions or general requests for services not obviously referable to a specific office may be submitted to the Director of Field Services.

THE PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION AT ILLINOIS STATE NORMAL UNIVERSITY

C. E. HORTON*

Schools for the preparation of teachers of physical education were unknown prior to 1861. The New York City High School had been experimenting with a plan of having some of the better qualified boys in the school serve as instructors in such events as "... leaping, climbing, pitching, and in other varieties of muscular skill and exertion."¹

The urgency for qualified teachers of physical education who could meet the needs of American youth, especially in schools where much of the work had to be carried on without elaborate equipment, and often in the classroom, was becoming increasingly apparent. Dio Lewis had been experimenting with a system of light gymnastics that could be used without heavy apparatus, and, encouraged by the favorable attention he received from the American Institute of Instruction, opened a school for the training of teachers of physical education during the summer of 1861.² This was the first attempt in America to provide teachers who would be prepared to carry gymnastics into the classroom in a manner never before tried.³

The founders of Illinois State Normal University, alert to up-to-the-minute practices in teacher preparation must have been attracted by the wide acceptance given the Lewis system, since they introduced it as part of the regular program of instruction in 1866 and engaged W. L. Pillsbury, a former student of Lewis, to conduct the work. It was Pillsbury's obligation to provide leadership for instructing pupils of the University in the various activities of the system.⁴

By 1897 the need for public-school teachers in Illinois who could teach physical education along with other school subjects had brought out a new emphasis in the offerings provided by Illinois State Normal University for teaching in this field. While physical-education offerings were included in the general curriculum primarily as a personal service to the University student, attention was beginning to be focused on the possible preparation of teachers to teach this subject.

Broad recognition of the educational benefits, other than the physical, that might be derived from a planned program of physical education had not gained wide acceptance. Exercises were given for their beneficial effects upon the various body systems. It is not surprising,

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¹ *Report of the Commissioner of Education for the Year 1891-92* (Washington: Government Printing Office, 1894), p. 503.

² *Ibid.*, p. 516.

³ Fred E. Leonard, *A Guide to the History of Physical Education*, ed. R. Tait McKenzie (Philadelphia: Lea & Febiger, 1923), p. 257.

⁴ Charles A. Harper, *Development of the Teachers College in the United States* (Bloomington, Illinois: McKnight and McKnight, 1935), p. 126.

then, to find the University adopting the Emerson system of physical culture, which came to prominence in 1901. Emerson, who was the head of the Emerson College of Oratory in Boston, had developed a system of physical culture embodying some three hundred exercises designed to restore the sick to health and to secure harmonious bodily education for the strong.⁵ While this system too was largely a service for the personal benefit of University students, it was offered with the thought that the exercises might prove valuable as a methods background for the teaching of these activities after graduation.

Some evidence that serious thought was being given to the practical aspects of teaching physical education is shown by the fact that a limited amount of practice teaching was offered. Evidently the pressure for athletic coaches was being felt, because opportunities were provided for a few students, who expected to direct the athletic programs in schools where they might be employed, to teach athletic games on the campus as a partial preparation. Actual student teaching in physical education for men did not begin until some time later.

By 1909 interest in the preparation of teachers of physical education had developed to a point where it was apparently deemed necessary to enlarge upon the offerings of the University. As a consequence a department of physical education was created. A statement in the 1909-10 catalog indicates that the department was created: ". . . because the state needs, as teachers, men and women of sound health who are trained to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing."⁶ Emphasis was still being placed upon the "physical" aspects of the program. It was not until the 1920's that the values inherent in a broad program of physical education contributing to the personal and social development of pupils were generally accepted.

The establishment of a department of physical education occurred at a time when the professional preparation of teachers of physical education was expanding in America. Brownell states that "there were 14 or 15 recognized training schools by 1912."⁷ By 1918 the number had expanded to twenty institutions. Illinois State Normal University offered its first professional courses in 1910, and, while not fully prepared to provide a specialized curriculum in this field, it was nevertheless one of the first institutions in the state to recognize the need and to take steps toward preparing teachers in this area. In all, eight courses appeared in the catalog. Of these, five were elective. They were designed to give the student a basic teaching knowledge of seasonal sports. One of the electives was devoted entirely to a study of principles and methods of teaching physical education.

⁵ Charles W. Emerson, *Physical Culture* (Boston: Emerson College of Oratory, c. 1891), p. xiii.

⁶ Annual Catalog, Course of Study and Announcements for 1909-10, *The Normal School Quarterly*, Series 7, No. 22 (July, 1909), p. 71.

⁷ Clifford Brownell, "The Preparation of Teachers in Health and Physical Education," *American Physical Education Review*, XXXIV (May, 1929), 278ff.

Public opinion was beginning to look favorably upon a program of physical education for the public schools as a means of promoting physical fitness on a national basis. The Illinois State Legislature in 1915, reacting in part to the findings of draft boards, enacted the first law in Illinois requiring the teaching of physical education in all of the public-supported schools of the state. The responsibility for the preparation of teachers in this field to meet the needs of public schools fell to the teacher-training institutions.

A growing interest in another direction was beginning to express itself. The play program under the leadership of Dr. Thomas D. Wood of Columbia University was gaining headway rapidly. Wood, Hetherington, and others recognized the educational values of play activities which eventually became the basis for the foundation of modern physical education. One of the first indications of the recognition of physical education in this modern setting at Illinois State Normal University appeared in 1921 in a statement by Lydia Clark, who was then head of the Department of Physical Education for Women at the University. In the bulletin "Physical Education and the Interests of Children" she pointed out: "... it is our duty . . . to study the growth, development, and interests of children at the various ages . . . to consider methods of presentation and the approach that will appeal to the various stages of growth, interest, and development . . . to experiment with types of subject-matter; and . . . to measure the results of the work."⁸

Miss Clark's program was an outgrowth from the natural play tendencies of children. Instead of emphasizing simply the body-building qualities of play she presented a balanced program that took into account the social, moral, and emotional attributes as well. Perhaps for the first time, at Normal, there was put into practice a modern program that was planned to meet the developmental needs of children in the early grades.

Specialized preparations for men teachers of physical education began in 1924. At that time a two-year program was introduced which permitted students to take a major in physical education and a minor in another field. Fundamentally, the curriculum recognized the need for four general areas of preparation: (1) a basic skills area needed by those who were required to teach at the elementary levels; (2) a functional recreational area in which the teacher must be prepared to provide recreational outlets for children commensurate with the skills they possessed; (3) the competitive athletic area for those who required more extensive experiences in strenuous forms of athletic games; and (4) the area of adaptive or corrective physical education.

In 1931 the two-year program was expanded to four years. For the first time men who wanted to teach physical education and to coach athletic teams were able to earn a bachelor's degree with a

⁸ Lydia Clark and Ruth B. Glassow. "Physical Education and the Interests of Children." *The Normal School Quarterly*, Series 20, No. 81 (October, 1921), p. 4.

major in this field. The expanded curriculum, together with an enlarged staff of experienced teachers, not only provided extensive teacher preparation for both elementary and secondary teaching but also brought under one department the administration of extra-curricular activities.

The athletic program, which had been formally organized in the late 90's, drew its participants largely from students who were interested in sports chiefly for recreational value. Various faculty members served as coaches for these teams. Even as late as 1923, faculty members from other departments were assigned coaching duties with athletic teams. Since many of the coaches in the state had received their preparation as members of athletic teams, the intercollegiate program had developed into a training center for them.

With the development of highly organized intercollegiate athletics, participation was necessarily limited, and the need for a separate program for those who did not compete on varsity teams grew. Intramural athletics had always been an important outlet that supplied the recreational needs of students. In some areas it had been highly organized. Tennis, for example, had an independent organization whose members provided funds for the upkeep of the tennis courts through membership fees.

When the two-year curriculum was introduced in 1923, intramural activities were held in a number of sports but were not yet entirely under the direction of the department of physical education. With the expanded department, it was possible to provide faculty leadership and to initiate an outstanding intramural program on the campus. Likewise the directorship of athletics was made possible. Thereafter professional direction within the department could be given to the intramural and interschool branches of service.

That the bringing of all physical-education activities together into one department was important is apparent from the fact that it enabled the staff to equip students majoring in physical education with the organizational and administrative aspects of the entire program as they would apply in teaching situations. It further aided in emphasizing the close relationship that exists between these various aspects of the program and did much to insure the preparation of teachers who were qualified to meet the growing demands for a broad program of physical education at the elementary- and secondary-school levels.

SPECIAL EDUCATION AT ILLINOIS STATE NORMAL UNIVERSITY

ROSE E. PARKER*

The preparation of teachers for exceptional children was assigned to Illinois State Normal University in September, 1943, by the State Teachers College Board. The action did not find the University completely unprepared, as some courses in special education had been offered before that date and much interest in handicapped children had been shown in several departments of the University.

Proceeding on the principle that special education is supplemental to the usual school program for children, or different from it, an advisory committee began the development of undergraduate curricula in the areas which comprise the Illinois Plan. These areas at present include special educational provision for blind and partially sighted, physically handicapped, deaf and hard of hearing, mentally handicapped both educable and trainable, speech defective, and maladjusted children.

The State Teachers College Board had authorized a Division of Special Education which enrolls students who choose to prepare to teach exceptional children. Courses to provide specialized preparation are offered by the various departments of the University, notably Education and Psychology, Social Science, Music, Biological Science, Art, Industrial Arts, Home Economics, and Physical Education. The curricula in the various areas actually represent practically every department in some way.

The first students in the Division of Special Education enrolled for the fall semester of 1945—three of them. Two of the three soon left their teaching careers for housewifery; the third has become a clinical psychologist. Notwithstanding this rather inauspicious beginning, the Division has steadily developed, enrolling in September, 1956, approximately two hundred seventy-five students in the six undergraduate curricula. Graduates from the Division are to be found teaching in positions, elementary to college, in many states. Predominantly, of course they are in Illinois.

Unquestionably, the growth of this program of teacher preparation was encouraged by two conditions: (1) the fine interest of administrative and department heads in the organization of strong curricula, and (2) the provision by the State of Illinois of a building to house the program in special education.

This building, now known as Fairchild Hall of Special Education, provides facilities for the services essential to a complete program for the education of exceptional children. Here are housed the psychological counseling center, speech clinic, reading laboratory, hearing laboratory, and the physical therapy center. Here is a complete labora-

* Professor of Education and Director of Special Education

tory school, consisting of eight grades of usual elementary children and special classes for physically handicapped, mentally retarded, deaf, hard-of-hearing, partially sighted and blind children. There also is provision for the college students, in workrooms, classrooms, and a social center. All the facilities and equipment necessary to the preparation of teachers for exceptional children are available in this building.

All these developments have been based on a few simple principles: (1) every child, usual or atypical, has a right to the education which he can use to advantage; (2) handicapped children should be segregated from usual children only when, and only so far, as their needs are best served, for as early as possible usual and exceptional children must learn to live and share with each other; (3) teachers who work effectively with exceptional children need a long and rich period of preparation which begins with guided observation, proceeds to preliminary participation in the teaching situation, and culminates in a period of carefully supervised and responsible student teaching.

What of the future? The education of exceptional children is merely in its beginning stages. The experience of fifteen years since the inception of the Illinois Plan has revealed many unmet needs both among children and among those whose effort is to educate them. To illustrate, it has become obvious that handicapped children do not fall into neat categories of disability. Many have two or more handicapping conditions in varying degrees. In the immediate years ahead, plans must be made for the better education of these children and for the preparation of their teachers. Classes for children in urban areas can be organized with little difficulty. The handicapped child in the sparsely populated area as yet has had little attention. Does the educational plan for him call for a teacher prepared to do her work as an itinerant teacher? If so, her preparation and particularly her student teaching experiences will not be those at present provided. What is to be done about the shortage of special teachers? Must the gifted child continue to be the "neglected child?"

These and many related problems are to be resolved. To their resolution must be brought the best thinking of many persons. With confidence born of the experience since this Division was organized, those responsible will work to meet the challenge, secure in the belief that where the cause is a just one, the outcome cannot be other than happy.

ILLINOIS STATE NORMAL UNIVERSITY'S MEMORIALS

Clyde W. Hudelson*

Throughout many American communities interest in local history has been effective in preserving landmarks and antiquities, and in establishing historical museums. During recent years this delving into the past has been quickened by the fact that many towns and institutions are now, or soon will be, planning celebrations of their centennials—a goal undisputedly worthy of being treated as an outstanding event. Tourist travel has speeded this trend, as have historical films and novels, a fact which is appropriate, for Americana should be carefully nourished and persistently developed in the hearts of all native-born citizens. Furthermore, immigrants should become aware of the wonderful background created by earlier Americans despite overwhelming trials and struggles.

It is encouraging that a great many cities and states now have historical societies intent upon preserving sites, buildings, trees, and other landmarks, which have had an important part in the impressive story of the progress of the country. Travelers go to the far ends of the earth to visit unusual places that have contributed to the development of foreign countries and are filled with awe. By preserving its priceless historical mementoes, Americans should mold their country in such a way that those across the sea will some day look with incredulous respect upon the romance of its growth. Americans should impress the world with the earnestness and unquenchable spirits of their forefathers; for, without these traits of America's builders, this country would not now be able to offer a Mecca for the discouraged, the hopeless, and the oppressed of other lands who seek to establish a new life here as did the reverent and indomitable Pilgrims long ago.

Considering the subject of memorials locally reveals that Central Illinois is rather well supplied with them; yet there is no doubt that many more could be established with a keener interest on the part of many by occasionally taking time from their busy lives to pay homage to those gone before. Thus the inspiration to forge ahead would be awakened. Memorials and historical markers placed in strategic locations bring to the attention of people the treasures in history and tradition that should be seen for better understanding and longer remembrance. Otherwise these landmarks may be overlooked and the justifiable pride and gratitude for ancestors never experienced. Such emotion must be shared together as a group. By so doing a common bond is developed which results in a feeling of unity and strength.

This spirit has been cultivated on the Illinois State Normal University campus by the establishment of the memorials listed herewith.

* Associate Professor of Agriculture

ISNU Memorials Established

METCALF TREE

Nature or Character—Norway maple with pink granite boulder tablet attached
Dedicated to—Thomas Metcalf, Principal Training School, 1862-1894
Donor—Women's Improvement League of Normal
Date of Erection—1913
Location—East of Metcalf building

FELL GATE

Nature or Character—Carved Bedford limestone
Dedicated to—Jesse W. Fell
Donor—Normal Women's Improvement League and grandchildren of Jesse W. Fell
Date of Erection—1916
Location—Front or east entrance to main campus

ILLINOIS CENTENNIAL TABLET MEMORIAL

Nature or Character—Bronze tablet
Dedicated to—Illinois State Centennial
Donor—Normal Township Centennial Committee
Date of Erection—1918
Location—South side wall of Old Main building, just east of Main door

WORLD WAR I VETERANS STUDENT MEMORIAL

Nature or Character—American elm with pink granite boulder and bronze tablet attached; shrubbery enclosure
Dedicated to—ISNU students lost in World War I
Date of Erection—May 30, 1920
Location—N.E. of front entrance steps of Fell Hall about 110 feet

SAUNDERS MEMORIAL

Nature or Character—Pink granite boulder and bronze tablet attached
Dedicated to—William Saunders, original landscape designer of plans for ISNU campus
Donor—Maize Grange
Date of Erection—May, 1932
Location—S.E. of front entrance of Cook Hall about 65 feet

THOMAS METCALF SCHOOL

Nature or Character—Red brick training school building
Dedicated to—Thomas Metcalf
Donor—State of Illinois
Date of Erection—1912
Location—East of Old Main building

FELL HALL

Nature or Character—Red brick building, women's dormitory
Dedicated to—Jesse W. Fell
Donor—State of Illinois
Date of Erection—1917
Location—South of Cook Hall building

HENRY McCORMICK GYMNASIUM

Nature or Character—Red brick, men's and women's gymnasium
Dedicated to—Henry McCormick, member of faculty, and vice-president of ISNU over forty years
Donor—State of Illinois
Date of Erection—1925
Location—South of Fell Hall

DAVID FELMLEY HALL OF SCIENCE

Nature or Character—Red brick science building
Dedicated to—David Felmley, President ISNU, 1900-1930
Donor—State of Illinois
Date of Erection—1928
Location—N.E. of Old Main building

COOK HALL

Nature or Character—Grey stone building
Dedicated to—John W. Cook
Donor—State of Illinois
Date of Erection—1895 (dedicated in 1896)
Location—S.W. of Old Main building about 100 feet

MILNER LIBRARY

Nature or Character—Red brick building
Dedicated to—Ange. V. Milner
Donor—State of Illinois and U. S. Government
Date of Erection—1940
Location—South of Student Union

JESSE E. RAMBO HOME

Nature or Character—Red brick building
Dedicated to—Jesse E. Rambo
Donor—State of Illinois
Date of Erection—1939
Location—West of Fell Hall

CAPEN AUDITORIUM

Nature or Character—Auditorium in Industrial Arts building
Dedicated to—Charles L. Capen
Donor—State of Illinois
Date of Erection—1909
Location—North section of Industrial Arts building

DUNN HALL

Nature or Character—Red brick building
Dedicated to—Richard F. Dunn
Donor—Teachers College Board Revenue Bonds
Date of Erection—1954 (dedicated June 12, 1954)
Location—Due south of Barton Hall

BARTON HALL

Nature or Character—Red brick building
Dedicated to—O. Lillian Barton
Donor—Teachers College Board Revenue Bonds
Date of Erection—1954 (dedicated June 12, 1954)
Location—South of Fairchild Hall

WALKER HALL

Nature or Character—Red brick building
Dedicated to—Lewis M. Walker
Donor—Teachers College Board Revenue Bonds
Date of Erection—1956 (dedicated February 23, 1956)
Location—On Main Street due west of Dunn and Barton Halls

FAIRCHILD HALL

Nature or Character—Red brick building trimmed in limestone
Dedicated to—Raymond W. Fairchild
Donor—State of Illinois
Date of Erection—1951 (renamed in 1956)
Location—N.E. of Walker Hall

Proposed Memorials

The following list of proposed memorials would help to extend this reverence for the past into the next century of the University's history:

1. *Abraham Lincoln*—first ISNU attorney
2. *Meshack Pike, Joseph Payne, Judge David Davis, and E. W. Bakewell*—donors of original tract of about 100 acres now University Farm
3. *Meshack Pike and Joseph Payne*—donors of 56-acre campus
4. *Early science instructors*—names now in picture frame in science building first floor cross corridors; include Professor Howard Adams also
5. *Keystone over door of first heating plant in corridor*—wall of first floor of Science Building
6. *Dome to Old Main Building*
7. *Tree Markers*—U. S. Centennial 1876, Illinois Centennial 1918
8. *Washington Elm*—1932
9. *Marker for Major J. W. Powell*—explorer of grand canyon
10. *Markers to Old Main*—on large boulder
11. *Marker in memory of students who lost their lives in World War II*
12. *Marker in memory of students who lost their lives in Korean War*
13. *Marker for General Hovey*—first President of ISNU and general in Civil War and leader of company of ISNU students
14. *Marker to North Hall*—first training school building
15. *YWCA*—first student organization of its kind in the world
16. *Herbartian Movement*—in education in Midwest
17. *McLean County Hog Sanitation System*
18. *Marker for ISNU Centennial*

February 18, 1957, marks the centennial of Illinois State Normal University—a great event in the existence of a great school. This important date is a link between past accomplishments and future growth. Those people connected with the school should pause to study carefully the collection of historical data that this university offers, for it is rich in memorable events.

In the years to come those who have the welfare of the school at heart should appoint an energetic and alert committee which functions,

constantly ferreting out possible overlooked old data, and meticulously cataloging the new. This committee should be carefully chosen and comprised of members who keenly feel the importance of the subject and live with it daily. Regrettably, there are persons who belittle such work and consider it a waste of time. "Let it go," they urge. "All we care about is the future!" These people should be overruled or, at least, ignored.

Illinois State Normal University, with its wealth of background and promising future, could easily be a rare and stirring goal for historically-bent travelers, all over the world. Future planning should bear this in mind. Who knows but that, in the future, the French, English, Dutch, and many others, may be heading this way to see what has taken place, what is taking place, and what will take place on the campus of one of the oldest teachers colleges in the United States. Let no such visitor be disappointed!

CENTENNIAL YEAR CALENDAR

Compiled by Chris A. DeYoung*

The following is a tentative and incomplete listing of various events directly and indirectly related to the Centennial celebration in the year 1957:

JANUARY 1957

1	Tuesday	Official opening of Illinois State Normal University's centennial year
1	Tuesday	Official release of centennial history
7	Monday	Release of reprint of first <i>Vidette</i>
11-12	Fri.-Sat.	Twenty-fifth Invitational Debate Tournament
28	Monday	Opening of second semester
31	Thursday	University classes begin

FEBRUARY 1957

5	Tuesday	Celebration of Woodrow Wilson Centennial
9	Saturday	Centennial Ball
12	Tuesday	Lincoln memorial dedication
18	Monday	Centennial of legislative act establishing Illinois State Normal University Founders' Day banquet Centennial edition of <i>The Pantagraph</i> Centennial student assembly
24-25	Sun.-Mon.	Rotary Convention of District 215

MARCH 1957

2	Saturday	Convention of student branch of Association of Childhood Education
4	Monday	Ninetieth Anniversary of incorporation of North Bloomington as Town of Normal
7	Thursday	Annual Banquet of Normal Chamber of Commerce
8	Friday	Orchesis dance concert—A Century in Dance
9	Saturday	School Public Relations Conference exhibit
18-April 5		Exhibit of one hundred years of painting
22-23	Fri.-Sat.	Business Educational Conference

* Professor of Education and Executive Secretary of the Centennial

APRIL 1957

5-6	Fri.-Sat.	Midwest English Conference
6	Saturday	Tenth annual conference on elementary and secondary mathematics
13	Saturday	Junior Academy of Science
13	Saturday	Future Teachers of America for Illinois
13-23	Sat.-Tues	Spring vacation begins after classes
		Spring vacation ends, 8 a.m., 23rd
26-27	Fri.-Sat.	Illinois Association of Supervisors and Curriculum Development convention
29	Monday	Centennial-year College Day

MAY 1957

3-4	Fri.-Sat.	Illinois Academy of Science meetings
10-11	Fri.-Sat.	Illinois Section of the Mathematical Association of America
15	Wednesday	Centennial Honors Day
18	Saturday	Student Union dedication
24-25	Fri.-Sat.	Centennial pageant-drama
30	Thursday	Memorial Day

JUNE 1957

1-6	Sat.-Thur.	Semester examinations
7	Friday	University High School graduation
7-8	Fri.-Sat.	Class reunions
8	Saturday	Graduation of Centennial class
10-14	Mon.-Tues.	Pre-Session P. T. A. Clinic
12-14	Wed,Thur,Fri.	Meeting of State Board of Managers—Illinois Congress of Parent Teachers
17	Monday	Opening of eight week Summer Session—Beginning of Round-the-World Field Course
23-28	Sun.-Fri.	Cheer Leaders Clinic
25-27	Tues.-Thurs.	Social Science Conference

JULY 1957

16-18	Tues.-Thurs.	Summer educational conference
16-18	Tues.-Thurs.	Summer educational exhibit
7-17	Sun.-Wed.	Paul Christiansen Choral School

AUGUST 1957

5-7	Mon.-Wed.	Convention of Illinois Student Councils
9	Friday	Summer Session commencement
12	Monday	Opening of post session
22-24	Thurs.-Sat.	Meeting of Homemakers of Illinois
28	Wednesday	<i>Pantagraph</i> Farm Day (tentative date)

SEPTEMBER 1957

13	Friday	Beginning of second century of classroom work
16	Monday	Dedication of Metcalf building Dedication of Schroeder classroom building
25-26	Wed.-Thurs.	Annual Meeting of Illinois Association of School Administrators

OCTOBER 1957

4	Friday	Inauguration of President Robert G. Bone
4	Friday	Centennial edition of <i>Normalite</i>
11-12	Fri.-Sat.	Meeting of Illinois Historical Society
13-15	Sun.-Tues.	North Central Association of Junior Colleges
18-19	Fri.-Sat.	ISNU Homecoming

NOVEMBER 1957

8-9	Fri.-Sat.	Meeting of Illinois Speech Association
10-16	Sun.-Sat.	American Education Week
11	Monday	Veterans' Day
17-22	-Sun.-Fri.	Religious Emphasis Week

DECEMBER 1957

7	Saturday	Twenty-fifth Annual Administrative Roundup
26-28	Thurs.-Sat.	Convention of Illinois Education Association
31	Tuesday	End of centennial year

THE NEW UNIVERSITY SEAL

GEORGE BARFORD* AND CHRIS A. DEYOUNG**



The new University seal which Mr. George Barford was commissioned to design has the following distinct advantages over the old insignia.

1. In place of the abbreviation "I.S.N.U.," which is not clear to many, the name of this outstanding institution is clearly spelled out in large-sized letters around the outer edge of the seal. Illinois State Normal University—a name to be proud of—surrounds and encircles its concept of teacher education.
2. The year of founding, namely 1857, appears in the new seal. During the Centennial Year, and in the centuries to come, this date of destiny will accumulate more meaning. The date was added also because in 1857 state-supported higher education in Illinois began at Illinois State Normal University.
3. Thomas Jefferson in a letter to John Adams once wrote, "I cannot live without books." The life of an educational institution, and especially one engaged primarily in teacher education, is appropriately symbolized by the hallmark of formal learning—a book—the daily tool of the teacher and pupil. This book is opened, epitomizing the available and readable treasures stored within the covers. It suggests too the open-textbook procedures of the modern teacher as he uses printed pages to open the minds of the future teachers of America, and their prospective pupils.
4. On the pages of the open book, the Chaucerian quotation "and gladly wolde he lerne and gladly teche" is modernized in current spelling, facilitating ready reading and precise pronunciation.
5. Behind and above the open book, and casting a glow on its pages, is the torch of teaching—the lambent light of learning. As the Olympian runner passes the lighted torch to him who follows, so the talented teacher is ready to hand the torch of knowledge to the pupils in their perennial quest for the best.

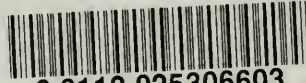
* Assistant Professor of Art

** Professor of Education and Executive Secretary of the Centennial



UNIVERSITY OF ILLINOIS-URBANA

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A CENTURY OF TEACHER EDUCATION, 1857-195



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Clayton